Personal Finance 1

Course Number: 5062 / 5062 S

Course Level: Academic / Elective

Grade: 10-12

Time/Credit: 0.5 - 9 weeks; 0.5 A/B – 18 weeks

Development Date: Revised June 2026

School Board Approval:

Central Bucks School District
20 Welden Drive
Doylestown, PA 18901

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Central Bucks School District

Teaching and Learning Principles

- Active, Inquiry-Based Financial Learning
  - Students actively engage in financial inquiry by exploring authentic questions and scenarios, promoting discovery, critical thinking, and innovation aligned with the district's inquiry-based learning focus.
- Big Ideas and Essential Questions
  - Instruction is organized around core financial concepts and essential questions that frame learning and promote application, consistent with active engagement and project-based learning models.
- Hands-On, Real-World Application
  - Learning experiences emphasize simulations, projects, and case studies that require students to apply financial knowledge to real-life decision-making and problem-solving.
- Explicit Instruction in Financial Literacy and Reading Skills
  - Teachers provide direct instruction in financial vocabulary, comprehension of informational texts, contracts, data representations, and real-world documents, supporting district literacy expectations across content areas.
- Technology and Information Literacy Integration
  - Students use digital tools and financial technology responsibly, learning to evaluate sources, manage information ethically, and apply language arts skills within personal finance contexts.
- Multi-Tiered System of Supports (MTSS)
  - Instruction reflects a collective responsibility for student success by incorporating diagnostic assessments, targeted interventions, and enrichment opportunities to meet diverse learning needs.
- Safe and Supportive Learning Environment
  - The classroom fosters a respectful environment where students feel safe discussing financial topics, taking intellectual risks, and learning from mistakes—essential for authentic financial learning.
- Reflective Practice and Self-Assessment
  - Students regularly reflect on financial decisions, learning progress, and personal goals to deepen understanding and build metacognitive skills.
- Career and Life Connection
  - Financial instruction is explicitly connected to career exploration, helping students understand earnings, benefits, taxes, and financial planning within real-world career pathways.
- Cross-Disciplinary Skill Development
  - Personal finance instruction integrates mathematics, literacy, technology, and critical thinking skills to support comprehensive, transferable learning.
- Preparation for Responsible, Informed Citizenship
  - The course equips students with the financial knowledge and decision-making skills necessary to participate responsibly and ethically in their communities and the broader economy

Central Bucks School District

Enduring Understandings

Unit 1 – Personal Finance Fundamentals

- Students will understand that effective financial decision-making requires distinguishing between needs and wants, assessing trade-offs, and recognizing how scarcity and demand influence personal and consumer choices.

- Students will understand that financial choices are not always rational and are often influenced by behavioral biases—such as overconfidence, loss aversion, anchoring, herd mentality, present bias, experiential bias, and mental accounting—which can impact both short-term decisions and long-term financial outcomes.

- Students will understand that responsible personal money management depends on setting clear financial goals, using structured decision-making processes, and selecting appropriate financial accounts and services to manage income, spending, saving, and risk.

- Students will understand that informed consumers benefit from understanding the role of financial service providers and consumer protection laws, enabling them to evaluate financial products, safeguard their resources, and advocate for themselves in the marketplace.

Unit 2 – Income

- Students will understand that income comes from a variety of sources and types—including earned income, benefits, and retirement income—and that each has different characteristics, risks, and implications for financial stability.

- Students will understand that occupational choice and earning potential are influenced by education, skills, experience, and external factors such as economic conditions, technology, and labor market trends.

- Students will understand that total compensation includes more than wages or salary, as employee benefits and payroll deductions significantly affect take-home pay and long-term financial well-being.

- Students will understand that planning for income across the lifespan—including employment income and retirement income—is essential for meeting financial goals and adapting to changing personal and economic circumstances.

Unit 3 – Spending

- Students will understand that informed spending decisions require evaluating needs and wants, comparing alternatives, considering taxes and total cost of ownership, and using tools to obtain the best value.

- Students will understand that effective money management depends on accurate record keeping, timely bill paying, and the strategic use of payment methods, each of which impacts financial stability and creditworthiness.

- Students will understand that budgeting is a flexible process that helps individuals manage fixed and variable expenses, plan for major purchases such as vehicles and housing, and adjust spending to meet financial goals.

- Students will understand that spending choices—including charitable giving—reflect personal values and priorities and can balance immediate satisfaction with long-term financial well-being and social responsibility.

Unit 4 – Savings and Investing

- Students will understand that building net worth depends on purposeful saving and investing decisions that align with personal financial goals and adapt over time.

- Students will understand that different savings and investment vehicles—including retirement accounts—carry varying levels of risk, return, liquidity, and restrictions that affect how and when funds can be used.

- Students will understand that investing involves balancing risk and reward through strategies such as diversification, the use of benchmark indices, and appropriate trading methods to support long-term financial growth.

- Students will understand that behavioral biases can influence saving and investing decisions, and that recognizing and managing these biases is essential for making consistent, informed, and goal-oriented financial choices.

Unit 5 – Risk and Insurance

- Students will understand that individuals face financial risks related to income, property, health, and liability, and that insurance is a key strategy for managing and reducing the financial impact of these risks.

- Students will understand that insurance products involve tradeoffs among coverage, premiums, deductibles, and other out-of-pocket costs that affect both short-term affordability and long-term financial security.

- Students will understand that understanding insurance terms, coverage options, and the claims process enables consumers to make informed decisions and effectively protect themselves when unexpected events occur.

- Students will understand that awareness of financial fraud and risk-management practices is essential for safeguarding personal resources and maintaining financial stability.

Unit 6 – Credit

- Students will understand that credit allows individuals to access goods, services, and opportunities before full payment is available, but it involves responsibilities, costs, and long-term financial implications.

- Students will understand that creditworthiness is determined by information in credit reports and reflected in credit scores, which influence access to credit, borrowing costs, and financial opportunities.

- Students will understand that different forms of credit and loan types—along with alternative financial service providers—carry varying terms, risks, and costs that affect debt management and financial stability.

- Students will understand that responsible use of credit includes understanding credit laws, managing debt effectively, and making informed borrowing decisions to support long-term financial goals.

Central Bucks School District

Essential Questions

Unit 1: Personal Finance Fundamentals

- How do needs, wants, and scarcity influence the financial choices individuals make?
- What factors affect consumer demand, and how do elasticity and personal preferences shape spending behavior?
- How do behavioral biases influence financial decisions, and how can individuals minimize their impact?
- Why is a structured decision-making process important when managing personal finances?
- How do financial institutions, accounts, and consumer protections support responsible financial decision-making?

Unit 2: Income

- What are the different types and sources of income, and how do they contribute to financial stability?
- How do career choices, education, and labor market conditions affect earning potential?
- What role do employee benefits and payroll deductions play in total compensation?
- How do external factors—such as the economy and technology—impact employment opportunities and income security?
- Why is planning for income across the lifespan, including retirement income, essential?

Unit 3: Spending

- What factors should be considered to make informed and responsible spending decisions?
- How do taxes, payment methods, and fees influence the true cost of purchases?
- Why are budgeting, record keeping, and bill paying critical for financial stability?
- How do major purchases like housing and transportation affect long-term financial planning?
- How can spending choices—including charitable giving—reflect personal values and priorities?

Unit 4: Saving and Investing

- How do saving and investing contribute to building net worth and achieving financial goals?
- What factors should individuals consider when choosing among savings and investment vehicles?
- How do risk, diversification, and benchmark indices influence investment performance?
- How do retirement accounts support long-term financial security?
- How can recognizing and overcoming behavioral biases improve saving and investing outcomes?

Unit 5: Risk and Insurance

- What types of financial risks do individuals face related to income, health, property, and liability?
- How does insurance help manage financial risk, and what tradeoffs exist among coverage, cost, and out-of-pocket expenses?
- How do insurance terms and the claims process affect consumer protection and financial recovery?
- Why is understanding fraud and risk management essential for financial security?
- How can individuals evaluate insurance options to align with their needs and financial goals?

Unit 6: Credit

- How does credit expand financial opportunities, and what responsibilities come with its use?
- What factors influence credit reports and credit scores, and why do they matter?
- How do the costs of credit—such as interest and fees—impact long-term financial health?
- How do different forms of credit and loan types affect borrowing decisions and debt management?
- How do credit laws and consumer protections help individuals use credit responsibly?

Central Bucks School District – Course of Study
Course Overview

Desired Results

Course Description:

This practical course allows students the opportunity to evaluate how current decisions impact our long-range financial success. Topics covered include strategies for money management, how to properly budget and save money, preparing income taxes and the necessary skills needed to invest successfully. Students learn about identity theft, employee benefits, credit card debt, funding a college education, their first car, and home ownership all while maintaining a quality credit standing. This course provides 10th – 12th grade students with a solid foundation for making well informed, personal financial decisions leading them towards the goal of financial independence.

Prerequisite: N/A

Committee Members**:** Robert Moran, Rachel Oestreich, Connor Simpson, Hannah Woodring

Acceptable Evidence.

Teachers of this course will abide by the expectations set forth from the Teaching and Learning Team for summative and formative assessment practices as well as composition of the gradebook.

Common Summative Assessment 1: 7 Steps to Financial Purchase Activity (unit 1)
Common Summative Assessment 2: Calculating Income Word Problem Quiz (unit 2)
Common Summative Assessment 3: Salary Based Budget Activity Excel Spreadsheet (unit 3)
Common Summative Assessment 4: Money Management Research Activity (unit 4)
Common Summative Assessment 5: Insurance terms and basic concepts Quiz (unit 5)
Common Summative Assessment 6: Credit Research and Poster Activity (unit 6)

Course Grading:
10% formative; 90% summative
Grades are based on a point system and final grades are assessed based on the District grading scale

Pacing Guide

Content	Days
Course Introduction, Syllabus Review	1
Unit 1 – Personal Finance Fundamentals	
Consumer Behavior	1
Financial Decision Making Process; *7 Steps to Financial Purchasing CSA*	2
Personal Money Management	2
Checking Accounts	1
Financial Goals); *Standard of Living CFA*	1
Consumer Protection	1
Enrichment and Remediation	1
Unit 2 - Income	
Types and Sources of Income	1
Retirement Income	1
Earned Income and Occupation; *Net Pay Calculation Worksheet WS CFA*	2
Employee Benefits); *Benefits Package Activity CFA; Income Summative Quiz CSA*	2
Payroll Deductions; *Fine Print Pay Stub Activity CFA*	1
Enrichment and Remediation	1
Unit 3 - Spending	
Informed Spending Factors	0.5
Taxes on Purchases	0.25
Tools for Lower Prices	0.5
Record Keeping	0.25
Types of Expenses; *Types of Expenses Practice CFA*	0.5
Payment Methods	1
Bill Paying	0.5
Costs of Car Ownership	1
Costs of Home Ownership	1
Budgeting Approaches; *Class Budget Activity CSA*	2
Enrichment and Remediation	0.5
Unit 4 – Saving and Investing	
Net Worth	0.5
Savings Plans; *Money Management Research Activity CSA*	1.5
Investing	2
Trading Methods and Restrictions	0.5
Benchmark Indices	0.5
Investment Portfolio Diversification	0.5
Retirement Accounts; *Compare Types of Retirement Accounts CFA*	1
Overcoming Common Behavior Biases); *Risk Tolerance Quiz and Worksheet CFA*	1
Enrichment and Remediation	0.5
Unit 5 – Risk and Insurance	
Basic Terms	0.5
Out of Pocket Costs	0.5
Filing Claims	0.5

Financial Risk: Income	0.5
Financial Risk: Property	0.5
Financial Risk: Health; *Compare Types of Health Insurance CFA*	0.5
Financial Risk: Liability; *Insurance Project CSA*	0.5
Financial Fraud	0.5
Enrichment and Remediation	0.5
Unit 6 - Credit	
Obtaining Credit	0.5
Cost of Credit	0.5
Debt Management; *Calculate Debt Avalanche v. Debt Snowball CFA*	1
Main Forms of Credit; *Run the Numbers: Credit Card Analysis CFA*	0.5
Common Loan Types; *Credit Project CSA*	2
Credit Laws	0.5
Enrichment and Remediation	0.5

NOTE: Additional remediation in standards/content from the grade level (or previous grade level) where the student completes this course will be provided for students when the teacher determines a student has not yet mastered that content. Enrichment opportunities will also be provided to meet the needs of students that acquire an understanding of the content faster than their class peers.

Required Texts and Software

- Microsoft Office (including Word, PowerPoint, Excel)
- Canvas
- Canva
- Next Gen Personal Finance (website)
- How the Market Works (website)
- Managing Personal Finances Textbook

Unit 1 – Personal Finance Fundamentals

Desired Results:

Essential Questions:

- How do needs, wants, and scarcity influence the financial choices individuals make?
- What factors affect consumer demand, and how do elasticity and personal preferences shape spending behavior?
- How do behavioral biases influence financial decisions, and how can individuals minimize their impact?
- Why is a structured decision-making process important when managing personal finances?
- How do financial institutions, accounts, and consumer protections support responsible financial decision-making?

Enduring Understandings:
Students will understand that…

- Effective financial decision-making requires distinguishing between needs and wants, assessing trade-offs, and recognizing how scarcity and demand influence personal and consumer choices.
- Financial choices are not always rational and are often influenced by behavioral biases—such as overconfidence, loss aversion, anchoring, herd mentality, present bias, experiential bias, and mental accounting—which can impact both short-term decisions and long-term financial outcomes.
- Responsible personal money management depends on setting clear financial goals, using structured decision-making processes, and selecting appropriate financial accounts and services to manage income, spending, saving, and risk.
- Informed consumers benefit from understanding the role of financial service providers and consumer protection laws, enabling them to evaluate financial products, safeguard their resources, and advocate for themselves in the marketplace.

Knowledge:
Students will know…

- Vocabulary:
- Consumer Behavior
- Needs vs. Wants
- Budget
- Opportunity Cost
- Elastic or Inelastic Demand
- Behavior Biases (overconfidence, anchoring, herd mentality, loss aversion, present bias)
- Financial Decision Making Process
- Financial Goals
- Emergency Fund
- Consumer Protection
- Will
- Power of Attorney

Skills:

- Students will be able to identify and articulate personal long-term financial goals and explain their importance in financial planning.
- Students will be able to apply the decision-making process to financial choices, including evaluating opportunity costs for different options.

- Students will be able to recognize common behavioral biases in financial decision-making and analyze how these biases can impact personal financial outcomes.
- Students will be able to compare different financial service providers and account types, and select appropriate options based on individual needs and goals.
- Students will be able to demonstrate effective methods for maintaining accurate personal financial records, including income, expenses, and account information.
- Students will be able to explain the purpose and components of long-term planning tools such as wills, powers of attorney, and beneficiary designations.
- Students will be able to identify key consumer protection laws and agencies, and describe how they safeguard individuals in financial transactions.

Standards:
<u>Priority:</u>
- 17.1.9-12.B Apply a systematic decision-making process, including opportunity costs, to setting and achieving financial goals
- 17.1.9-12.G Communicate the process of opening financial accounts and the factors to consider when selecting financial institutions and professionals
- 17.1.9-12.I Develop a system for documenting and organizing personal financial records, both paper and electronic

<u>Supporting</u>:
- 17.1.9-12.A Determine the financial impact of various long-term goals (e.g. lifestyle, family, education)
- 17.1.9-12.C Analyze the impact of various factors on a person's financial mindset and decisions
- 17.1.9-12.D Evaluate strategies for dealing with behavioral biases (e.g., loss aversion, experiential bias, mental accounting) and other obstacles to managing personal finance
- 17.1.9-12.E Assess the value of sharing financial goals and information with others
- 17.1.9-12.F Compare various financial service providers (e.g. banks, credit unions, check cashers, brokerage firms) and the types of accounts and services each provides
- 17.1.9-12.H Evaluate the use of financial technology to access financial services and make financial decisions
- 17.1.9-12.J Explain the financial implications of wills, powers of attorney, and naming beneficiaries for various accounts
- 17.1.9-12.K Explain the role of various state and federal financial regulators and consumer protection agencies
- 17.1.9-12.L Describe the issues addressed by various laws and regulations that impact or safeguard a person's finances

Acceptable Evidence:

Acceptable evidence of learning:
Formative Assessment
- Standard of Living Activity

Summative Assessment
- 7 Steps of Financial Decision making Activity

Suggested Learning Experiences and Instruction

Learning Experiences:
- Discussion and Critical Thinking
- Experiential and Project – Based Learning
- Life Skills and Future Readiness
- Interactive and Creative Engagement

Instructional Strategies:
- Socratic Seminar
- Think-Pair-Share
- Text Annotation
- Sentence frames and starters
- Active listening and documentation
- Structured Reflection

Differentiation/Intervention/Enrichment Options:
- Differentiation
  - Flexible Small Group Sessions (Flexible Grouping, targeted support, seminar approach)
  - Choice Boards
  - Scaffolding
  - Multiple modalities (visual, auditory and kinesthetic)
- Intervention
  - Small Group Instruction
  - Tiered Assignments and Materials
  - Executive Functioning Coaching
  - I & E
- Enrichment
  - Project-Based Learning
  - Extra-curricular clubs and activities
  - Career Exploration Options

For Language Development:
- Using Microsoft translation tools individually tailored to each student.
- Utilize visual supports (e.g. color coding, graphs, diagrams, closed captioning, graphic organizers,etc) when available and appropriate
- Foster collaborative peer support (e.g. increased student talk time, think-pair-share, strategic grouping, etc)
- Incorporate the use of structured language scaffolding (e.g. sentence starters, chunking information, pre-teaching vocabulary)
- Modify assessments to focus on content knowledge rather than English Language proficiency

Unit 2 – Income

Desired Results:

Essential Questions:

- What are the different types and sources of income, and how do they contribute to financial stability?
- How do career choices, education, and labor market conditions affect earning potential?
- What role do employee benefits and payroll deductions play in total compensation?
- How do external factors—such as the economy and technology—impact employment opportunities and income security?
- Why is planning for income across the lifespan, including retirement income, essential?

Enduring Understandings:
Students will understand that…

- Income comes from a variety of sources and types—including earned income, benefits, and retirement income—and that each has different characteristics, risks, and implications for financial stability.
- Occupational choice and earning potential are influenced by education, skills, experience, and external factors such as economic conditions, technology, and labor market trends.
- Total compensation includes more than wages or salary, as employee benefits and payroll deductions significantly affect take-home pay and long-term financial well-being.
- Planning for income across the lifespan—including employment income and retirement income—is essential for meeting financial goals and adapting to changing personal and economic circumstances.

Knowledge:
Students will know…

- Vocabulary:
- Sources of Income (Earned, Portfolio, Passive and Unearned)
- Salary
- Wages
- Bonus
- Commission
- Tips
- Employee
- Independent Contractor
- Business Owner
- Retirement Income
- Social Security
- Defined Contribution Plan (401K, 403B)
- IRA
- Benefits
- Total Compensation
- Payroll Deductions
- Mandatory vs. Voluntary Deductions

Skills:

- Students will be able to define and differentiate between earned, unearned, passive, and active income.
- Students will be able to provide examples of each type of income in real-life scenarios.
- Students will be able to identify common sources of income such as employment, rentals, investments, and government programs.

- Students will be able to explain how different sources of income contribute to financial stability.
- Students will be able to describe various retirement income options, including individual investments, employer-sponsored plans, and government programs.
- Students will be able to compare the benefits and limitations of different retirement income sources.
- Students will be able to analyze how education and training impact earning potential.
- Students will be able to research career paths and the education required to achieve targeted income levels.
- Students will be able to identify common employee benefits such as health insurance, retirement plans, and education reimbursement programs.
- Students will be able to explain how employee benefits affect overall compensation and financial planning.
- Students will be able to interpret a sample pay stub to identify taxes and payroll deductions.
- Students will be able to explain the purpose of federal, state, and local taxes and how they impact net income.

Standards:
<u>Priority:</u>
- 17.2.9-12.A Explain various types of income (e.g. earned, unearned, passive, active) and their sources (e.g. work, rentals, investments, government programs)
- 17.2.9-12.F Explain the impact of employee benefits (e.g. health insurance, retirement savings plans, education reimbursement programs) on an individual's finances
- 17.2.9-12. H Calculate the impact of taxes and payroll deductions on income

<u>Supporting</u>:
- 17.2.9-12.B Describe sources of retirement income and how they relate to individual investment choices, employer-sponsored retirement plans and government programs.
- 17.2.9-12.C Use data to support an individual's decision to obtain or forgo post-secondary education based on the associated costs and anticipated future income.
- 17.2.9-12.D Research options to pay for education and training, ways to reduce the total cost, and steps needed to obtain financial aid.
- 17.2.9-12.E Evaluate the impacts of technology, labor markets, and economic conditions and trends on a person's employment potential.
- 17.2.9-12.G Analyze the financial impact of a person's decision to own a business, work as an independent contractor, or be employed.
- 17.2.9-12.I Complete various federal, state, and local tax forms.

Acceptable Evidence:

Acceptable evidence of learning:
Formative Assessment
- Net Pay Calculation Activity
- Employee Benefits Package Activity
- Fine Print Paystub Activity

Suggested Learning Experiences and Instruction

Learning Experiences:
- Discussion and Critical Thinking
- Experiential and Project – Based Learning
- Life Skills and Future Readiness
- Interactive and Creative Engagement

Instructional Strategies:
- Socratic Seminar

- Think-Pair-Share
- Text Annotation
- Sentence frames and starters
- Active listening and documentation
- Structured Reflection

Differentiation/Intervention/Enrichment Options:

- Differentiation
    - Flexible Small Group Sessions (Flexible Grouping, targeted support, seminar approach)
    - Choice Boards
    - Scaffolding
    - Multiple modalities (visual, auditory and kinesthetic)
- Intervention
    - Small Group Instruction
    - Tiered Assignments and Materials
    - Executive Functioning Coaching
    - I & E
- Enrichment
    - Project-Based Learning
    - Extra-curricular clubs and activities
    - Career Exploration Options

For Language Development:

- Using Microsoft translation tools individually tailored to each student.
- Utilize visual supports (e.g. color coding, graphs, diagrams, closed captioning, graphic organizers,etc) when available and appropriate
- Foster collaborative peer support (e.g. increased student talk time, think-pair-share, strategic grouping, etc)
- Incorporate the use of structured language scaffolding (e.g. sentence starters, chunking information, pre-teaching vocabulary)
- Modify assessments to focus on content knowledge rather than English Language proficiency

Unit 3 – Spending

Desired Results:

Essential Questions:

- What factors should be considered to make informed and responsible spending decisions?
- How do taxes, payment methods, and fees influence the true cost of purchases?
- Why are budgeting, record keeping, and bill paying critical for financial stability?
- How do major purchases like housing and transportation affect long-term financial planning?
- How can spending choices—including charitable giving—reflect personal values and priorities?

Enduring Understandings:
Students will understand that…

- informed spending decisions require evaluating needs and wants, comparing alternatives, considering taxes and total cost of ownership, and using tools to obtain the best value.
- effective money management depends on accurate record keeping, timely bill paying, and the strategic use of payment methods, each of which impacts financial stability and creditworthiness.
- budgeting is a flexible process that helps individuals manage fixed and variable expenses, plan for major purchases such as vehicles and housing, and adjust spending to meet financial goals.
- spending choices—including charitable giving—reflect personal values and priorities and can balance immediate satisfaction with long-term financial well-being and social responsibility.

Knowledge:
Students will know…

- Vocabulary:
- Informed Spending
- Reliability of Information
- Peer Influence and Marketing
- Sales Tax
- Excise Tax
- Expenses (fixed, variable, discretionary, unexpected)
- Emergency Fund
- Payment Methods
- Buy Now Pay Later (BNPL)
- Total Cost of Ownership
- Depreciation
- Mortgage
- Lease

Skills:

- Students will identify and evaluate factors that influence spending decisions, including product features, price, durability, environmental and societal impact, and reliability of information.
- Students will demonstrate strategies to reduce costs on purchases, such as using online tools, shopping at discount retailers, negotiating prices, and considering secondhand items.
- Students will create and maintain accurate financial records to track income, expenses, and savings.
- Students will compare and apply different budgeting approaches (e.g., 50-30-20 rule, zero-based budgeting) and use various methods (e.g., envelope system, spreadsheets, online tools) to manage personal finances.
- Students will differentiate between fixed and variable expenses and explain their impact on a personal budget.

- Students will identify and evaluate various payment methods (cash, debit, credit, electronic payments) and their advantages and disadvantages.
- Students will describe bill payment options and guidelines to ensure timely and accurate payments.
- Students will compare renting and buying housing options, including upfront and ongoing costs, and explain mortgage and lease terms.
- Students will analyze the differences between purchasing and leasing a vehicle, considering total cost of ownership.
- Students will identify and explain common taxes (sales, excise, property) and their impact on personal finances.

Standards:
Priority:
- 17.3.9-12.A Develop a process for making informed spending decisions, including factors to consider (e.g. product features, price, durability, environmental or societal impact, reliability of information)
- 17.3.9-12.E Create a personal budget to allocate current or future income, including estimates for fixed and variable expenses
- 17.3.9-12.J Analyze a housing decision, including comparing and renting and buying, upfront and ongoing costs, and the process of obtaining a mortgage or a lease
- 17.3.9-12.K Justify the purchase or lease of a vehicle and the alternatives considered (e.g. new versus used, total cost of ownership or use)

Supporting:
- 17.3.9-12.B Compare ways people can lower the price they pay for goods and services (e.g. online tools, discount retailers, negotiating, secondhand items)
- 17.3.9-12.C Develop a personal approach to keeping track of income and spending
- 17.3.9-12.D Evaluate various budgeting approaches (e.g. 50-30-20, zero-based) and methods (e.g. envelope system, spreadsheets, online tools)
- 17.3.9-12.F Identify methods for adjusting a budget for unexpected expenses or loss of income
- 17.3.9-12.G Compare the effects of using various payment methods when making purchases
- 17.3.9-12.H Compare various approaches to paying bills, including making automated payments and ensuring bills are paid on time
- 17.3.9-12.I Describe the impact of technology on payment methods and how it influences spending
- 17.3.9-12.L Analyze the impact of paying sales, excise, and property taxes on financial decisions
- 17.3.9-12.M Justify a decision to participate in or forgo a fundraising effort based on the organization and cause

Acceptable Evidence:
Acceptable evidence of learning:
Formative Assessment
- Organizing Budget Expenses Activity

Summative Assessment
- Salary Based Budgeting Activity (Excel Document)

Suggested Learning Experiences and Instruction
Learning Experiences:
- Discussion and Critical Thinking
- Experiential and Project – Based Learning
- Life Skills and Future Readiness
- Interactive and Creative Engagement

Instructional Strategies:

- Socratic Seminar
- Think-Pair-Share
- Text Annotation
- Sentence frames and starters
- Active listening and documentation
- Structured Reflection

Differentiation/Intervention/Enrichment Options:

- Differentiation
    - Flexible Small Group Sessions (Flexible Grouping, targeted support, seminar approach)
    - Choice Boards
    - Scaffolding
    - Multiple modalities (visual, auditory and kinesthetic)
- Intervention
    - Small Group Instruction
    - Tiered Assignments and Materials
    - Executive Functioning Coaching
    - I & E
- Enrichment
    - Project-Based Learning
    - Extra-curricular clubs and activities
    - Career Exploration Options

For Language Development:

- Using Microsoft translation tools individually tailored to each student.
- Utilize visual supports (e.g. color coding, graphs, diagrams, closed captioning, graphic organizers,etc) when available and appropriate
- Foster collaborative peer support (e.g. increased student talk time, think-pair-share, strategic grouping, etc)
- Incorporate the use of structured language scaffolding (e.g. sentence starters, chunking information, pre-teaching vocabulary)
- Modify assessments to focus on content knowledge rather than English Language proficiency

Unit 4 – Saving and Investing

Desired Results:

Essential Questions:

- How do saving and investing contribute to building net worth and achieving financial goals?
- What factors should individuals consider when choosing among savings and investment vehicles?
- How do risk, diversification, and benchmark indices influence investment performance?
- How do retirement accounts support long-term financial security?
- How can recognizing and overcoming behavioral biases improve saving and investing outcomes?

Enduring Understandings:
Students will understand that…

- building net worth depends on purposeful saving and investing decisions that align with personal financial goals and adapt over time.
- different savings and investment vehicles—including retirement accounts—carry varying levels of risk, return, liquidity, and restrictions that affect how and when funds can be used.
- investing involves balancing risk and reward through strategies such as diversification, the use of benchmark indices, and appropriate trading methods to support long-term financial growth.
- behavioral biases can influence saving and investing decisions, and that recognizing and managing these biases is essential for making consistent, informed, and goal-oriented financial choices.

Knowledge:
Students will know…

- Vocabulary:
- Net Worth
- Asset
- Liability
- Liquidity
- Safety
- Yield
- Simple Interest
- Compound Interest
- Annual Percentage Yield (APY)
- Automated Savings
- Investing
- Inflation
- Diversification
- Time Horizon
- Stocks
- Bonds
- Mutual Funds
- Exchange Traded Funds (ETFs)

Skills:

- Students will identify and evaluate factors that influence spending decisions, including product features, price, durability, environmental and societal impact, and reliability of information.
- Students will demonstrate strategies to reduce costs on purchases, such as using online tools, shopping at discount retailers, negotiating prices, and considering secondhand items.

- Students will create and maintain accurate financial records to track income, expenses, and savings.
- Students will compare and apply different budgeting approaches (e.g., 50-30-20 rule, zero-based budgeting) and use various methods (e.g., envelope system, spreadsheets, online tools) to manage personal finances.
- Students will differentiate between fixed and variable expenses and explain their impact on a personal budget.
- Students will identify and evaluate various payment methods (cash, debit, credit, electronic payments) and their advantages and disadvantages.
- Students will describe bill payment options and guidelines to ensure timely and accurate payments.
- Students will compare renting and buying housing options, including upfront and ongoing costs, and explain mortgage and lease terms.
- Students will analyze the differences between purchasing and leasing a vehicle, considering total cost of ownership.
- Students will identify and explain common taxes (sales, excise, property) and their impact on personal finances.

Standards:

<u>Priority:</u>

- 17.4.9-12.B Develop a savings plan for accomplishing personal short- and long-term financial goals
- 17.4.9-12.F Describe factors to consider when selecting sources of investment advice and trading methods (e.g. online trading platforms, financial advisors, robo advisors)

<u>Supporting</u>:

- 17.4.9-12.A Calculate a person's net worth given their assets and liabilities
- 17.4.9-12.C Compare the features of various savings vehicles (e.g. savings accounts, certificates of deposit, money market accounts) and the interest rates offered by several institutions
- 17.4.9-12.D Explain factors that contribute to rates of return for various investments, including risk inflation and taxes
- 17.4.9-12.E Explain the similarities and differences between stocks, bonds, mutual funds, and exchange-traded funds and the factors that influence price fluctuations for each
- 17.4.9-12.G Explain how popular benchmark indices are used
- 17.4.9-12.H Recommend an investment portfolio diversified to meet specific goals, including purpose, starting age, time horizon, and tolerance for risk
- 17.4.9-12.I Compare retirement-specific investment options, including employer-sponsored plans, Roth and traditional individual retirement accounts, and accounts available to people who are self-employed
- 17.4.9-12.J Analyze personal attitudes towards risk and how these might impact future investment decisions and outcomes
- 17.4.9-12.K Describe methods to avoid or counteract the potentially negative impacts of behavioral biases (e.g. loss aversion, herding, choice overload) on investment decisions

Acceptable Evidence:

Acceptable evidence of learning:

Formative Assessment

- Compare Retirement Accounts Activity
- Risk Tolerance Quiz

Summative Assessment

- Savings Jigsaw Activity

Suggested Learning Experiences and Instruction

Learning Experiences:

- Discussion and Critical Thinking

- Experiential and Project – Based Learning
- Life Skills and Future Readiness
- Interactive and Creative Engagement

Instructional Strategies:
- Socratic Seminar
- Think-Pair-Share
- Text Annotation
- Sentence frames and starters
- Active listening and documentation
- Structured Reflection

Differentiation/Intervention/Enrichment Options:
- Differentiation
    - Flexible Small Group Sessions (Flexible Grouping, targeted support, seminar approach)
    - Choice Boards
    - Scaffolding
    - Multiple modalities (visual, auditory and kinesthetic)
- Intervention
    - Small Group Instruction
    - Tiered Assignments and Materials
    - Executive Functioning Coaching
    - I & E
- Enrichment
    - Project-Based Learning
    - Extra-curricular clubs and activities
    - Career Exploration Options

For Language Development:
- Using Microsoft translation tools individually tailored to each student.
- Utilize visual supports (e.g. color coding, graphs, diagrams, closed captioning, graphic organizers,etc) when available and appropriate
- Foster collaborative peer support (e.g. increased student talk time, think-pair-share, strategic grouping, etc)
- Incorporate the use of structured language scaffolding (e.g. sentence starters, chunking information, pre-teaching vocabulary)
- Modify assessments to focus on content knowledge rather than English Language proficiency

Unit 5 – Risk and Insurance

Desired Results:

Essential Questions:

- What types of financial risks do individuals face related to income, health, property, and liability?
- How does insurance help manage financial risk, and what tradeoffs exist among coverage, cost, and out-of-pocket expenses?
- How do insurance terms and the claims process affect consumer protection and financial recovery?
- Why is understanding fraud and risk management essential for financial security?
- How can individuals evaluate insurance options to align with their needs and financial goals?

Enduring Understandings:
Students will understand that…

- individuals face financial risks related to income, property, health, and liability, and that insurance is a key strategy for managing and reducing the financial impact of these risks.
- insurance products involve tradeoffs among coverage, premiums, deductibles, and other out-of-pocket costs that affect both short-term affordability and long-term financial security.
- understanding insurance terms, coverage options, and the claims process enables consumers to make informed decisions and effectively protect themselves when unexpected events occur.
- awareness of financial fraud and risk-management practices is essential for safeguarding personal resources and maintaining financial stability.

Knowledge:
Students will know…

- Vocabulary:
- Risk
- Insurance
- Insurer
- Proof of Insurance
- Premium
- Deductible
- Copayment
- Coinsurance
- Claim
- Risk (Income, Property, Liability)
- Insurance Types (Disability, Life, Unemployment, Health)
- Financial Fraud

Skills:

- Students will identify and explain different types of financial risk, including loss of personal property, income reduction, and liability.
- Students will analyze scenarios to determine potential financial risks and propose strategies to minimize them.
- Students will describe the purpose and benefits of various types of insurance (automotive, homeowners, renters, health, life, disability).
- Students will compare and contrast different insurance types to determine which best fits specific personal or family needs.
- Students will interpret insurance policy components, including out-of-pocket costs, minimum coverage requirements, and proof of insurance.

- Students will demonstrate the process of filing an insurance claim and explain common challenges.
- Students will differentiate between public insurance programs, such as Medicare, Medicaid, and unemployment insurance.
- Students will evaluate eligibility requirements and benefits of public insurance programs.
- Students will define financial fraud and identify common examples (identity theft, phishing, etc.).
- Students will develop strategies to protect personal information and prevent financial fraud.

Standards:
Priority:
- 17.5.9-12.A Evaluate a person's potential for financial risk (e.g. loss of personal property, reduction in income, liability)
- 17.5.9-12.B Critique approaches to avoiding, reducing, retaining, and transferring risk given a particular scenario
- 17.5.9-12.H Analyze trends in financial fraud and strategies to avoid becoming a victim

Supporting:
- 17.5.9-12.C Formulate insurance recommendations based on individual needs, situations, and preferences, including but not limited to automotive, homeowners, renters, health, life and disability, as justified
- 17.5.9-12.D Use information from various sources to compare insurance providers, plans and prices
- 17.5.9-12.E Formulate a process of comparing insurance products, determining out-of-pocket costs, and filing claims
- 17.5.9-12.F Describe circumstances in which a person may be required to show proof of insurance or obtain a minimum amount of coverage
- 17.5.9-12.G Evaluate the impact of public insurance programs for individuals facing financial hardship (e.g. Medicare, Medicaid, and unemployment)
- 17.5.9-12.I Research the agencies individuals can contact and steps they can take to address financial fraud and scams, including identity theft

Acceptable Evidence:
Acceptable evidence of learning:
Formative Assessment
- Compare Types of Health Insurance Activity

Summative Assessment
- Insurance Project

Suggested Learning Experiences and Instruction
Learning Experiences:
- Discussion and Critical Thinking
- Experiential and Project – Based Learning
- Life Skills and Future Readiness
- Interactive and Creative Engagement

Instructional Strategies:
- Socratic Seminar
- Think-Pair-Share
- Text Annotation
- Sentence frames and starters
- Active listening and documentation
- Structured Reflection

Differentiation/Intervention/Enrichment Options:

- Differentiation
  - Flexible Small Group Sessions (Flexible Grouping, targeted support, seminar approach)
  - Choice Boards
  - Scaffolding
  - Multiple modalities (visual, auditory and kinesthetic)
- Intervention
  - Small Group Instruction
  - Tiered Assignments and Materials
  - Executive Functioning Coaching
  - I & E
- Enrichment
  - Project-Based Learning
  - Extra-curricular clubs and activities
  - Career Exploration Options

For Language Development:

- Using Microsoft translation tools individually tailored to each student.
- Utilize visual supports (e.g. color coding, graphs, diagrams, closed captioning, graphic organizers,etc) when available and appropriate
- Foster collaborative peer support (e.g. increased student talk time, think-pair-share, strategic grouping, etc)
- Incorporate the use of structured language scaffolding (e.g. sentence starters, chunking information, pre-teaching vocabulary)
- Modify assessments to focus on content knowledge rather than English Language proficiency

Unit 6 – Credit

Desired Results:

Essential Questions:

- How does credit expand financial opportunities, and what responsibilities come with its use?
- What factors influence credit reports and credit scores, and why do they matter?
- How do the costs of credit—such as interest and fees—impact long-term financial health?
- How do different forms of credit and loan types affect borrowing decisions and debt management?
- How do credit laws and consumer protections help individuals use credit responsibly?

Enduring Understandings:
Students will understand that…

- Credit allows individuals to access goods, services, and opportunities before full payment is available, but it involves responsibilities, costs, and long-term financial implications.
- Creditworthiness is determined by information in credit reports and reflected in credit scores, which influence access to credit, borrowing costs, and financial opportunities.
- Different forms of credit and loan types—along with alternative financial service providers—carry varying terms, risks, and costs that affect debt management and financial stability.
- Responsible use of credit includes understanding credit laws, managing debt effectively, and making informed borrowing decisions to support long-term financial goals.

Knowledge:
Students will know…

- Vocabulary:
- Credit
- Debt
- Character
- Capacity
- Collateral
- Credit Report
- Credit Score
- Credit History
- Hard Inquiry
- Minimum Payment
- Credit (Revolving, Installment, Secured, Unsecured)
- Mortgage Loan
- Down Payment
- Truth in Lending Act

Skills:

- Students will be able to explain the factors lenders consider when granting credit (character, capacity, capital, collateral) and describe how each impacts creditworthiness.
- Students will be able to interpret a credit report and explain the components of a credit score, including how scores are calculated and why they matter.
- Students will be able to differentiate among various forms of credit, including: Secured vs. unsecured loans; Installment vs. revolving credit; Service credit
- Students will be able to analyze different types of loans, such as college loans and mortgages, and compare their terms and long-term financial impact.

- Students will be able to calculate the cost of credit, including minimum payments, interest, fees, and the role of alternative financial service providers.
- Students will be able to develop strategies for effective debt management, including budgeting, prioritizing payments, and avoiding excessive debt.
- Students will be able to summarize key credit laws and consumer protections, explaining how they safeguard borrowers and regulate lenders.

Standards:
Priority:
- 17.6.9-12.A Evaluate pathways to obtaining credit and what lenders look for in a borrower (e.g. character, capacity, capital, collateral)
- 17.6.9-12.B Describe how credit reports and scores are determined, used and improved

Supporting:
- 17.6.9-12.C Compare various forms of credit and how each is used (e.g. secured and unsecured loans, installment and revolving credit, service credit)
- 17.6.9-12.D Analyze the use of loans to finance higher education and home purchases, how they are obtained, and options for paying them back.
- 17.6.9-12.E Calculate the total cost of credit given a variety of situations (e.g. making minimum payments, paying fees, using alternative financial service providers)
- 17.6.9-12.F Describe the consequences of failing to repay debts and sources of debt management assistance
- 17.6.9-12.G – Evaluate various rights and laws related to credit and their impact on consumers

Acceptable Evidence:

Acceptable evidence of learning:
Formative Assessment
- Debt Avalanche vs. Debt Snowball Activity
- Compare Credit Cards Activity

Summative Assessment
- Credit Project

Suggested Learning Experiences and Instruction

Learning Experiences:
- Discussion and Critical Thinking
- Experiential and Project – Based Learning
- Life Skills and Future Readiness
- Interactive and Creative Engagement

Instructional Strategies:
- Socratic Seminar
- Think-Pair-Share
- Text Annotation
- Sentence frames and starters
- Active listening and documentation
- Structured Reflection

Differentiation/Intervention/Enrichment Options:
- Differentiation

    - Flexible Small Group Sessions (Flexible Grouping, targeted support, seminar approach)
    - Choice Boards
    - Scaffolding
    - Multiple modalities (visual, auditory and kinesthetic)
- Intervention
    - Small Group Instruction
    - Tiered Assignments and Materials
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    - Project-Based Learning
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- Incorporate the use of structured language scaffolding (e.g. sentence starters, chunking information, pre-teaching vocabulary)
- Modify assessments to focus on content knowledge rather than English Language proficiency