

Course Title	Content Area	Grade Level:	Credit (if applicable)					
Personal Finance & Investment	CTE-Business	10-12	0.5					
Course Description								
This course provides students with the essential knowledge and skills to manage their personal finances and make informed financial decisions. Through real-world applications, interactive projects, and hands-on activities, students will learn about behavioral economics, budgeting, banking, credit, paychecks and taxes, introductory investing, and retirement planning. By the end of the course, students will develop responsible financial habits. This class empowers students with the confidence to make smart financial choices, setting them up for lifelong financial success! Students who want to continue their financial education should enroll in Advanced Personal Finance upon the successful completion of this course.								
Aligned Core Resources		Connection to the <i>BPS Vision of the Graduate</i>						
Next Generation Personal Finance		Collaboration Global Awareness Social and Cross-Cultural Skills Communication Information Literacy Financial Literacy Content Mastery Critical Thinking and Problem Solving						
Additional Course Information: <i>Knowledge/Skill Dependent courses/prerequisites</i>		Link to <i>Completed Equity Audit</i>						
This course is a Connecticut state requirement for graduation.		Equity Curriculum Review Audit (Personal Finance)						
Standard Matrix								
Standard	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
National Standards for Personal Financial Education - Earning Income								
12.1 Compensation for a job or career can be in the form of wages, salaries, commissions, tips, or bonuses, and may also include contributions to employee benefits, such as health insurance, retirement savings plans, and education reimbursement programs		X						
12.4 Employers generally pay higher wages or salaries to more educated, skilled, and productive workers than to less educated, skilled, and productive workers		X						
12.6 Federal, state, and local taxes fund government-provided goods, services, and transfer payments to individuals. The major types of taxes are income taxes, payroll taxes, property taxes, and sales taxes.			X					
12.7 The type and amount of taxes people pay depend on their sources of income, amount of income, and amount and type of spending.			X					
12.8 Interest, dividends, and capital appreciation (gains) are examples of unearned income derived from financial investments. Capital gains are subject to			X					

different tax rates than earned income.								
12.9 Tax deductions and credits reduce income tax liability.			X					
National Standards for Personal Financial Education - Spending								
12.1 A budget helps people achieve their financial goals by allocating income to necessary and desired spending, saving, and philanthropy.				X				
12.2 Consumer decisions are influenced by the price of products or services, the price of alternatives, the consumer's budget and preferences, and potential impact on the environment, society, and economy				X				
12.6 Housing decisions depend on individual preferences, circumstances, and costs, and can impact personal satisfaction and financial well-being.				X				
National Standards for Personal Financial Education - Saving								
12.1 Financial institutions offer several types of savings accounts, including regular savings, money market accounts, and certificates of deposit (CDs), that differ in minimum deposits, rates, and deposit insurance coverage.						X	X	
12.2 Deposit account interest rates and fees vary between financial institutions and depend on market conditions and competition.							X	
12.3 Unless offered by insured financial institutions, mobile payment accounts and cryptocurrency accounts are not federally insured and usually do not pay interest to depositors.							X	
12.4 Inflation can erode the value of savings if the interest rate earned on a savings account is less than the inflation rate.							X	
12.9 There are many strategies that can help people manage psychological, emotional, and external obstacles to saving, including automated savings plans, employer matches, and avoiding personal triggers.	X							
National Standards for Personal Financial Education - Managing Credit								
12.1 Borrowers can compare the cost of credit using the Annual Percentage Rate (APR) and other terms in the loan or credit card contract.					X			
12.2 Loans that are secured by collateral have lower interest rates than unsecured loans because they are less risky to lenders.					X			
12.7 Lenders assess creditworthiness of potential borrowers by consulting credit reports compiled by credit bureaus.					X			
12.8 A credit score is a numeric rating that assesses a person's credit risk based on					x			

information in their credit report								
12.12 Consumer credit protection laws govern disclosure of credit terms, discrimination in borrowing, and debt collection practices.					X			
12.13 Alternative financial services, such as payday loans, check cashing services, pawnshops, and instant tax refunds, provide easy access to credit, often at relatively high cost.					X			
National Standards for Personal Financial Education - Investing								
12.1 A person's investment risk tolerance depends on factors such as personality, financial resources, investment experiences, and life circumstances.								X
12.2 Investors earn investment returns from price changes and annual cash flows (such as interest, dividends or rent). The nominal annual rate of return is the annual total dollar benefit as a percentage of the beginning price.								X
12.3 Investors expect to earn higher rates of return when they invest in riskier assets.								X
12.6 When making diversification and asset allocation decisions, investors consider their risk tolerance, goals, and investing time horizon.								X
12.8 Tax rules affect the rate of return on different investments, and can vary by holding period, type of income, and type of account.								X
12.13 Investors often compare the performance of their investments against a benchmark, such as a diversified stock or bond index.								X

Unit Links

[Unit 1: Behavioral Economics](#)

[Unit 2: Careers](#)

[Unit 3: Earning & Reporting Income](#)

[Unit 4: Budgeting](#)

[Unit 5: Credit](#)

[Unit 6: Banking](#)

[Unit 7: Savings](#)

[Unit 8: Investing](#)

Unit Title	
Unit 1: Behavioral Economics	
Relevant Standards: Bold indicates priority	
National Standards for Personal Financial Education Saving - 12.9 There are many strategies that can help people manage psychological, emotional, and external obstacles to saving, including automated savings plans, employer matches, and avoiding personal triggers.	
Essential Question(s)	Enduring Understanding(s)
- Why is understanding personal finance essential for achieving personal and lifelong goals? - How do personal and societal values shape the financial choices people make?	- Financial literacy empowers individuals to make informed decisions, manage resources effectively, and build a foundation for financial stability and independence. - Financial decisions are influenced by individual beliefs, cultural norms, and social expectations, which together shape how people prioritize spending, saving, and investing.
Demonstration of Learning	Pacing for Unit
- Students will use their understanding of needs, wants, and values to determine their impact of spending habits - Students will create SMART financial goals	3 classes of instruction
Family Overview (link below)	Integration of Technology
Personal Finance Family Overview	N/A
Unit-specific Vocabulary	Aligned Unit Materials, Resources, and Technology (beyond core resources)
Loss Aversion SMART Goals Needs Wants Inner Values Social Values Physical Values Financial Values Cognitive Bias FOMO	Next Gen Personal Finance Activities and Reading Materials
Opportunities for Interdisciplinary Connections	Anticipated misconceptions
- Psychology: How behavior and habits are formed. - Sociology: Discuss how social norms shape financial priorities and consumerism. - ELA: Reflective writing on personal money experiences and what students hope to learn.	- Personal finance only deals with money management (budgeting, saving) and not emotional, cultural, or psychological factors. - Financial success depends solely on income level rather than habits and mindset. - Financial choices are purely logical, ignoring emotional or ethical influences.
Connections to Prior Units	Connections to Future Units
n/a	- Unit 4: Creating financial goals impacts your personal budget. - Unit 7 & 8: How you spend money impacts your ability to meet current financial obligations and your future wealth.
Differentiation through <i>Universal Design for Learning</i> UDL Indicator and Teacher Actions	
Engagement Use real-life scenarios and financial literacy games to motivate engagement.	

- Offer choices in topics or projects to foster ownership.
- Connect finance concepts to students' personal goals and interests.

Representation

- Provide visual aids, infographics, and videos explaining financial terms and concepts.
- Use bilingual glossaries and simplified language for complex ideas.
- Incorporate multimedia materials to cater to different learning styles.

Action and Expression

- Allow students to demonstrate understanding through role-plays, posters, or digital presentations.
- Use graphic organizers to structure explanations of financial concepts.
- Provide opportunities for students to create personal budgets or financial plans digitally or on paper.

Supporting Multilingual/English Learners Related CELP standards and Learning Targets

CELP Level	LT1	LT2
Emerging	I can begin to understand basic vocabulary related to Personal Finance.	I can recognize that personal and collective values can influence financial choices.
Expanding	I can describe key topics discussed in Personal Finance class.	I can explain how personal and collective values impact financial decisions.
Building	I can analyze and discuss detailed topics in Personal Finance.	I can evaluate the influence of personal and collective values on financial decisions.

Lesson Sequence	Learning Target	Success Criteria	Assessment
1	Learning Target 1 I can learn about the topics in Personal Finance class	• I can identify the topics that will be covered in Personal Finance class.	Budgeting & Personal values based financial game (ex: The Bean Game).
2 - 3	Learning Target 2 I can evaluate how personal and collective values influence financial decisions	• I can differentiate between a need vs. want. • I can explain how external influences (e.g. peers, family, or social media) can impact personal savings decisions • I can evaluate how cognitive biases influence financial decisions	

Unit Title	
Unit 2: Careers	
Relevant Standards: Bold indicates priority	
National Standards for Personal Financial Education Earning Income - 12.1 Compensation for a job or career can be in the form of wages, salaries, commissions, tips, or bonuses, and may also include contributions to employee benefits, such as health insurance, retirement savings plans, and education reimbursement programs Earning Income - 12.4 Employers generally pay higher wages or salaries to more educated, skilled, and productive workers than to less educated, skilled, and productive workers	
Essential Question(s)	Enduring Understanding(s)
1. What types of skills are necessary for career success, and how do they influence employability? 2. How do education and experience impact the wages and salaries people earn? 3. Why do employers offer benefit packages, and how do these benefits influence employee recruitment and retention?	1. Successful careers require a combination of technical, academic, and soft skills that enable individuals to perform job tasks effectively and adapt to a changing workforce. 2. Higher levels of education and greater work experience often lead to increased earning potential because they enhance an individual's value and qualifications in the job market. 3. Employers use benefit packages which may include health insurance, retirement plans, and paid time off to attract, motivate, and retain qualified employees while supporting their overall well-being.
Demonstration of Learning	Pacing for Unit
• Students will identify soft skills, hard skills, and transferable skills and how they relate to their future career paths • Students will recognize how different careers may share similar skill sets • Students will research and assess a future career.	3 classes of instruction/performance-based task
Family Overview (link below)	Integration of Technology
Personal Finance Family Overview	CareerOneStop.org - students research various careers
Unit-specific Vocabulary	Aligned Unit Materials, Resources, and Technology (beyond core resources)
Benefits Hard Skills Networking Salary Self-Employed Soft Skills Transferable Skills	Careeronestop Career Exploration Next Gen Personal Finance Activities MyNextMove.org Bureau of Statistics: Occupational Outlook Handbook
Opportunities for Interdisciplinary Connections	Anticipated misconceptions
• Economics / Math: Connect to supply/demand, opportunity cost and return on investment. • ELA: Analyze job postings • Psychology: motivation, personal values and identity formation in career choices linking personality assessments and goal-setting to individual pathways.	• Education guarantees a high-paying job • Soft skills do not matter as much as technical skills. • Finding a dream job is a one-time event. • Benefits are just extra perks, not part of total pay • Networking only happens for certain professions • Once I choose a career path, I am locked in

Connections to Prior Units		Connections to Future Units	
Your occupation influences your income and therefore, your spending choices.		Unir 4: Your career choice directly impacts your budget.	
Differentiation through <i>Universal Design for Learning</i> UDL Indicator and Teacher Actions			
Engagement - Incorporate guest speakers or virtual interviews with local professionals. - Use interactive simulations of job applications and interviews. - Connect career planning activities to students' personal aspirations.			
Representation - Use visual resumes, career charts, and job description videos. - Offer bilingual resources and visuals illustrating different careers and skills. - Incorporate digital tools for exploring career pathways.			
Action and Expression - Enable students to create digital portfolios or presentations about potential careers. - Use role-playing scenarios to practice interview skills. - Allow students to write reflective essays or create videos explaining their career goals.			
Supporting Multilingual/English Learners Related <i>CELP standards</i> and Learning Targets			
CELP Level	LT1	LT2	LT3
Emerging	I can begin to identify different types of skills needed for a career.	I can recognize that wages and salaries relate to education and experience.	I can start to understand what benefit packages are.
Expanding	I can describe the different types of skills needed for a career.	I can explain how wages and salaries are connected to education and experience.	I can explain what benefit packages include and how they are used to attract employees.
Building	I can analyze and explain the different types of skills needed for a career.	I can evaluate how wages and salaries are related to education and experience.	I can analyze how benefit packages are used in recruitment and what they typically include.
Lesson Sequence	Learning Target	Success Criteria	Assessment
1	Learning Target 1 I can explain the different types of skills needed for a career Learning Target 2 I can explain how wages and salaries are connected to education and experience.	- I can Identify different types of jobs and careers where wages and salaries depend on a worker's productivity and skills - I can explain the differences between hard and soft skills. - I can evaluate the costs and benefits of investing in additional education or training.	- Students will compare sample job postings - Students will research specific careers
2 - 3	Learning Target 3 I can explain benefit packages and how they are used to recruit new employees	- I can read a job posting. - I can explain different strategies for acquiring a job, (job boards, websites, networking). - I can explain the requirements necessary for me to get my dream job.	

Unit Title	
Unit 3: Earning & Reporting Income	
Relevant Standards: Bold indicates priority	
National Standards for Personal Financial Education Earning Income 12.6 Federal, state, and local taxes fund government-provided goods, services, and transfer payments to individuals. The major types of taxes are income taxes, payroll taxes, property taxes, and sales taxes. Earning Income 12.7 The type and amount of taxes people pay depend on their sources of income, amount of income, and amount and type of spending. Earning Income 12.8 Interest, dividends, and capital appreciation (gains) are examples of unearned income derived from financial investments. Capital gains are subject to different tax rates than earned income. Earning Income 12.9 Tax deductions and credits reduce income tax liability.	
Essential Question(s)	Enduring Understanding(s)
1. How does understanding my paycheck and taxes help me see where my money goes and how it supports society? 2. Why is it important to understand employment paperwork and the steps in the tax cycle? 3. What do teens need to know about earning income and paying taxes responsibly? 4. How does learning to file taxes build financial independence and responsibility? 5. How does understanding taxes prepare me for real-world financial success?	1. Knowing how net pay is calculated and where tax dollars are spent helps individuals make informed financial decisions and recognize their role in supporting public services and infrastructure. 2. Understanding job forms and the tax cycle ensures accurate reporting, compliance with tax laws, and smoother financial management throughout the year. 3. Teens who learn how to manage taxes early develop responsible money habits and gain confidence in handling real-world financial responsibilities. 4. Filing taxes correctly helps individuals meet legal obligations, understand their income, and take advantage of potential tax benefits or refunds. 5. Mastery of tax concepts equips individuals with the knowledge and skills to manage income effectively, make informed financial decisions, and contribute responsibly to society.
Demonstration of Learning	Pacing for Unit
• Students will Identify all tax forms • Students will explain who qualifies as a dependant • Students can describe who is responsible for paying taxes • Students will analyze a paystub • Students will define gross and net pay and describe voluntary and mandatory payroll deductions. • Students will explain how different types of taxes fund different types of government programs	• 5 classes of instruction • 1 class for assessment/performance-based task
Family Overview (link below)	Integration of Technology
Personal Finance Family Overview	IRS.gov website
Unit-specific Vocabulary	Aligned Unit Materials, Resources, and Technology (beyond core resources)
1040 1099 401(k) Deduction Dependent	IRS Forms Next Gen Personal Finance

Discretionary government spending Earned income Employer contributions FICA Gross pay Household employee I-9 Income taxes Mandatory government spending Medicare Net pay Pre-tax deductions Refund Self-employed Social Security Unearned income W-2 W-4 Withholding				
Opportunities for Interdisciplinary Connections	Anticipated misconceptions			
• Math: Paycheck calculations, tax rates, government budgets • Civics/Government: taxation, federal / state spending • Economics: Fiscal policy • Technology: online tax filing platforms • ELA: real-world tax forms and job paperwork as informational texts	• Gross pay is what I take home. • Taxes are just money taken away by the government. • All government spending is the same. • Teens do not need to worry about taxes. • Everyone gets a tax refund. • Filing taxes is too complicated. • All income is taxed the same way.			
Connections to Prior Units	Connections to Future Units			
• Unit 2: Your occupation affects your income reported for tax purposes. • Unit 2: Knowing how to complete required employment forms connects to the Careers unit.	Unit 4: Filing taxes connects to the Budget unit given a refund or a dollar amount owed.			
Differentiation through Universal Design for Learning UDL Indicator and Teacher Actions				
Engagement • Use relatable scenarios about earning, paying, and saving taxes. • Incorporate tax-related games or online simulations. • Connect tax responsibilities to students’ future financial planning. Representation • Use visuals, flow charts, and videos explaining tax cycles and forms. • Provide bilingual guides and simplified explanations of tax processes. • Include real samples of tax forms for hands-on practice. Action and Expression • Assign projects to complete mock tax filings digitally or on paper. • Use role-playing to simulate tax office visits. • Enable students to create digital stories or posters explaining taxes.				
Supporting Multilingual/English Learners Related CELP standards and Learning Targets				
CELP Level	LT1	LT2	LT3	LT4

Emerging	I can begin to understand how my net pay is calculated.	I can recognize some job paperwork.	I can start to understand that teens pay taxes.	I can identify basic steps in filing taxes.
Expanding	I can explain how my net pay is calculated.	I can identify different parts of the tax cycle and job paperwork.	I can explain how teens navigate taxes.	I can describe the process of filing taxes.
Building	I can analyze and explain how my net pay is calculated and where tax dollars are spent.	I can explain the entire tax cycle and relevant job paperwork.	I can evaluate how teens navigate taxes and understand their responsibilities.	I can demonstrate how to properly file taxes and understand the importance of it.

Lesson Sequence	Learning Target	Success Criteria	Assessment
1	Learning Target 1 I can explain how my net pay is calculated and identify where government spends my tax dollars.	• I can read and understand a pay stub • I can compare mandatory and discretionary government spending • I can explain the difference between gross and net pay • I can analyze the different categories of discretionary government spending	• Students will compare and analyze tax forms • Students will examine dependent and standard deduction • Students will analyze pay stub and payroll deductions
2	Learning Target 2 I can identify job paperwork and the tax cycle.	• I can identify important dates within the tax cycle • I can compare tax forms and their purpose.	
3	Learning Target 3 I can explain how teens navigate taxes.	• I can explain who qualifies to be claimed as a dependent for tax purposes. • I can determine who is required to file income taxes.	
4	Learning Target 4 I can demonstrate understanding of filing taxes.	• I can analyze a W-2 form. • I can explain the difference between earned and unearned income. • I can explain how to file my taxes.	
5	Learning Target 5 I can demonstrate mastery of the taxes unit.	• I can explain the purpose of income taxes, tax documents, and the forms necessary to complete a tax return.	

Unit Title	
Unit 4: Budgeting	
Relevant Standards: Bold indicates priority	
National Standards for Personal Financial Education Spending - 12.1 A budget helps people achieve their financial goals by allocating income to necessary and desired spending, saving, and philanthropy. Spending - 12.2 Consumer decisions are influenced by the price of products or services, the price of alternatives, the consumer's budget and preferences, and potential impact on the environment, society, and economy Spending - 12.6 Housing decisions depend on individual preferences, circumstances, and costs, and can impact.	
Essential Question(s)	Enduring Understanding(s)
1. How does creating and following a budget support effective financial planning? 2. How can balancing needs, wants, and savings in a budget help people reach their financial goals? 3. How do personal values and lifestyle choices influence housing decisions? 4. How do changing prices and spending habits affect a person's budget and financial stability?	1. A budget serves as a financial roadmap that helps individuals manage income and expenses, make intentional choices, and work toward financial stability and goals. 2. Allocating income thoughtfully among expenses, discretionary spending, and savings enables individuals to meet immediate needs while planning for future financial success. 3. Housing choices reflect an individual's personal preferences, financial priorities, and lifestyle needs, balancing affordability with comfort and convenience. 4. Understanding how prices influence spending decisions helps individuals adjust their budgets, maintain financial balance, and make informed purchasing choices.
Demonstration of Learning	Pacing for Unit
• Students will describe the difference in variable and fixed expenses. • Students will describe the process of creating a budget based on available income and expenses. • Students will analyze common budgeting strategies including pay yourself first, envelope system, zero based budgeting and 50/30/20 rule. • Students will practice budgeting strategies	• 4 classes of instruction • 1 class for assessment/performance-based task
Family Overview (link below)	Integration of Technology
Personal Finance Family Overview	• Students complete internet research of free budgeting templates which they can use. • On-line simulation (examples are 5 Money Musts and Spent - Net Gen Personal Finance simulation)
Unit-specific Vocabulary	Aligned Unit Materials, Resources, and Technology (beyond core resources)
50/30/20 Budget Budget Cash Envelope Budget Cost of Living Deficit Discretionary Expenses Expenses Emergency Fund Fixed Expense	• Next Gen Personal Finance • Budget simulations

Net Pay Pay Yourself First Periodic Expenses Salary Student Loan Surplus Unit Price Utilities Variable Expense Zero-Based Budget				
Opportunities for Interdisciplinary Connections	Anticipated misconceptions			
• Math: connect percentages by analyzing income allocations and spending categories. • Economics: explore how inflation and consumer behavior affect buying choices and purchasing power. • Family Consumer Science: Link lifestyle and wellness. How financial stress, food choices, housing decisions influence personal well-being. • Technology: Integrate budgeting apps, spreadsheets	• Budgets are restrictive and only for people with financial problems. • I do not need a budget because I do not earn enough money. • Savings happens after spending. • Wants and needs are always clear-cut. • Prices are fixed and can't be influenced by consumer choices. • Once I make a budget, I do not need to adjust it.			
Connections to Prior Units	Connections to Future Units			
Your budget connects to the Behavioral Finance unit (needs, wants, life-enhancing wants).	• Unit 6, 7, &8: "Paying Yourself First" can involve direct deposit, savings, and investing. • Unit 5: Successfully managing a budget by paying obligations on time improves your credit score.			
Differentiation through <i>Universal Design for Learning</i>				
UDL Indicator and Teacher Actions				
Engagement • Use personal goal-setting exercises linked to budgeting activities. • Include interactive budgeting apps or simulations. • Foster collaboration through group budgeting projects. Representation • Present sample budgets via visual diagrams and videos. • Use bilingual tools to explain budgeting terminology. • Incorporate visual planning tools like charts and graphs. Action and Expression • Have students create their own digital or paper budgets. • Use role-playing to practice adjusting budgets based on changing circumstances. • Encourage multimedia presentations of financial goals and budgeting strategies.				
Supporting Multilingual/English Learners				
Related <i>CELP standards</i> and Learning Targets				
CELP Level	LT1	LT2	LT3	LT4
Emerging	I can begin to understand the basic idea of a budget.	I can recognize that budgets help with financial goals.	I can start to see that preferences affect housing choices.	I can notice that prices of products affect budgets.

Expanding	I can explain the purpose of a budget in personal finance.	I can describe how a budget helps achieve financial goals through spending and saving.	I can evaluate how personal preferences influence housing decisions.	I can explain how the prices of products impact a budget.
Building	I can analyze and explain the role of a budget in personal financial planning.	I can evaluate how budgets aid in reaching financial goals by managing expenses and savings.	I can evaluate how personal preferences influence housing decisions and choices.	I can assess how the prices of products affect budgeting and financial planning.
Lesson Sequence	Learning Target	Success Criteria	Assessment	
1	Learning Target 1 I can explain the role of a budget in personal financial planning	- I can describe the purpose of a budget - I can classify expenses as needs and wants	Students will complete the budgeting process.	
2	Learning Target 2 I can understand how a budget helps individuals achieve their financial goals by allocating income to necessary expenses, desired spending, and saving,	- I can identify short-term and long-term financial goals. - I can develop a budget to allocate current income to necessary and desired spending, including fixed and variable expenses - I can explain strategies to create and maintain a budget.		
3	Learning Target 3 I can evaluate how housing decisions are influenced by personal preferences.	- I can identify financial and personal reasons that younger adults often choose to rent a home instead of buying. - I can compare the costs and benefits of renting versus buying a home.		
4	Learning Target 4 I can evaluate how the price of products impact a budget	- I can describe the various factors that may influence a consumer's purchase decision - I can apply a process for making an informed consumer decision		

Unit Title	
Unit 5: Credit	
Relevant Standards: Bold indicates priority	
National Standards for Personal Financial Education Managing Credit 12.1 Borrowers can compare the cost of credit using the Annual Percentage Rate (APR) and other terms in the loan or credit card contract. Managing Credit 12.2 Loans that are secured by collateral have lower interest rates than unsecured loans because they are less risky to lenders. Managing Credit 12.7 Lenders assess creditworthiness of potential borrowers by consulting credit reports compiled by credit bureaus. Managing Credit 12.8 A credit score is a numeric rating that assesses a person's credit risk based on information in their credit report Managing Credit 12.12 Consumer credit protection laws govern disclosure of credit terms, discrimination in borrowing, and debt collection practices. Managing Credit 12.13 Alternative financial services, such as payday loans, check cashing services, pawnshops, and instant tax refunds, provide easy access to credit, often at relatively high cost.	
Essential Question(s)	Enduring Understanding(s)
1. How does using credit responsibly impact a person's financial future? 2. How can using a credit card wisely help build and maintain good credit? 3. What factors should be considered before taking out an installment loan? 4. How can individuals protect themselves from identity theft and financial fraud?	1. Responsible use of credit allows individuals to build trust with lenders, access financial opportunities, and maintain long-term financial stability. 2. Understanding how credit cards function and making on-time, low-balance payments strengthens credit history and promotes responsible financial behavior. 3. Evaluating loan terms, interest rates, and repayment responsibilities helps borrowers make informed decisions and avoid unnecessary debt. 4. Recognizing how identity theft occurs and practicing safe financial habits reduces the risk of fraud and financial loss.
Demonstration of Learning	Pacing for Unit
• Students will describe the basics of credit • Students will evaluate the cost of credit (interest) • Students will identify various forms of credit and the advantages and disadvantages of using them • Students will describe the difference and importance of a credit score and a credit report • Students will read a Schumer box • Students will be able to assess creditworthiness • Students will understand strategies to defend and deflect identity theft	• 6 classes of instruction • 1 class for assessment / performance-based task
Family Overview (link below)	Integration of Technology
Personal Finance Family Overview	On-line loan calculator (examples: bankrate.com and moneychimp.com)
Unit-specific Vocabulary	Aligned Unit Materials, Resources, and Technology (beyond core resources)
Annual Percentage Rate (APR) Cash Advance Credit Credit Bureau	• Next Gen Personal Finance • Online loan calculator

Credit Report Credit Score Debt FICO Score Interest Rate Annual Percentage Rate (APR) Authorized User Collateral Cosigner Credit Card Credit Card Agreement/Disclosure Credit Limit Down Payment Fees Fixed/Variable-Rate Loan Identity Theft Installment Loan Interest Interest Rate Loan Minimum Payment Principal Personal Loan Revolving Credit Schumer Box Secured/Unsecured Debt Term	
Opportunities for Interdisciplinary Connections	Anticipated misconceptions
• Math: Explore interest calculations, loan amortization, credit card repayment • Civics: Lending laws and government regulations • Technology: Online privacy, phishing awareness • Psychology: impulse control, delayed gratification, emotional spending • ELA: critical reading skills by comparing credit card offers and reading loan agreements	• All debt is bad • The lowest monthly payment is always the best option. • Carrying a credit card balance helps build credit. • APR does not matter if I make the minimum payment • Identity theft only happens to adults • Credit reports and scores are the same thing
Connections to Prior Units	Connections to Future Units
• Unit 4: How you manage credit impacts your budget. • Unit 4: Your credit score is impacted by payment history.	• Unit 6: Paying bills on-line. • Unit 6 & 8: Managing your credit will effect your banking and investing habits.
Differentiation through Universal Design for Learning UDL Indicator and Teacher Actions	
Engagement • Use real-life scenarios, such as applying for a credit card or loan, to motivate participation. • Incorporate interactive simulations or games where students practice making responsible credit decisions. • Offer choices in projects, such as creating a video, infographic, or presentation, to foster ownership and interest. Representation	

- Present credit concepts through videos, diagrams, and visual aids explaining credit, credit cards, loans, and identity theft.
 - Use bilingual glossaries and simplified language to make complex topics accessible.
 - Incorporate stories and case studies illustrating responsible use of credit and the risks of identity theft.
- Action and Expression
- Allow students to demonstrate understanding by creating digital or physical posters, videos, or presentations about responsible credit use.
 - Enable practice through role-playing activities, such as applying for credit, reviewing loan terms, or identifying identity theft scenarios.
 - Provide tools for students to develop personal plans for responsible credit management and strategies for protecting personal information.

Supporting Multilingual/English Learners
Related CELP standards and Learning Targets

CELP Level	LT1	LT2	LT3	LT4
Emerging	I can begin to understand what credit means.	I can recognize what credit cards are.	I can notice some features of installment loans.	I can start to understand what identity theft is.
Expanding	I can explain what credit is and why it is important.	I can explain how credit cards work and some ways to use them responsibly.	I can describe the features, costs, and responsibilities of installment loans.	I can identify ways identity theft can happen.
Building	I can analyze and explain what credit is and how to use it responsibly	I can evaluate how to use credit cards responsibly to build good credit.	I can analyze the features, costs, and responsibilities of installment loans to make informed decisions.	I can evaluate strategies to protect personal and financial information from identity theft.

Lesson Sequence	Learning Target	Success Criteria	Assessment
1	Learning Target 1 I can describe what credit is and how to utilize it responsibly.	• I can define credit • I can evaluate the pros and cons of using credit. • I can explain the different types of credit. • I can compare the cost of credit by analyzing the Annual Percentage Rate (APR) and other loan or credit card terms.	Students will analyze different borrowing options and explain how responsible use of credit supports good financial decision-making.
2	Learning Target 2 I can explain how credit cards work and how to use them responsibly to build and maintain good credit.	• I can define key terms related to credit cards. • I can evaluate the pros and cons of using credit cards.. • I can compare different credit card offers and compare the most cost-effective options based on fees, APR and rewards. • I can explain the consequences of missing payments or paying only the minimum balance	

		I can describe responsible strategies for using a credit card, such as paying the balance in full, monitoring spending and avoiding unnecessary debt.	
3	Learning Target 3 I can analyze the features, costs and responsibilities of using installment loans to make informed borrowing decisions.	- I can define an installment loan. - I can explain the different types of installment credit. - I can explain how secured debt works. - I can explain the impact of various fees on finances.	
4	Learning Target 4 I can identify how identity theft happens and apply strategies to protect my personal and financial information.	- I can define identity theft and explain how it can impact a person's financial life - I can identify common methods criminals use to steal personal information (phishing, skimming, data breaches, social engineering) - I can list specific steps to prevent identity theft. - I can explain what to do if identity theft occurs.	Students will analyze situations involving financial risk and explain ways to protect personal and financial information.

Unit Title	
Unit 6: Banking	
Relevant Standards: Bold indicates priority	
National Standards for Personal Financial Education - Saving Saving 12.1 Financial institutions offer several types of savings accounts, including regular savings, money market accounts, and certificates of deposit (CDs), that differ in minimum deposits, rates, and deposit insurance coverage.	
Essential Question(s)	Enduring Understanding(s)
- How does using a checking account help individuals manage their personal finances effectively? - Why is it important to manage and monitor a checking account regularly?	- A checking account provides a safe and convenient way to manage money, make payments, and track financial activity for everyday expenses. - Maintaining a checking account through accurate recordkeeping, balancing, and monitoring prevents overdrafts, supports budgeting, and promotes financial responsibility.
Demonstration of Learning	Pacing for Unit
- Students will demonstrate how to use a checking account to maintain finances, including writing checks, deposits, endorsements, and balancing a check book - Students can compare and contrast FDIC/NCUA insurance	5 classes of instruction 1 class for assessment/performance-based task
Family Overview (link below)	Integration of Technology
Personal Finance Family Overview	On-line banking resources where applicable
Unit-specific Vocabulary	Aligned Unit Materials, Resources, and Technology (beyond core resources)
ATM Account Number Average Minimum Daily Balance Balance Bank Statement Check Check Register Debit Card Delayed Deduction Deposit Direct Deposit Endorsements FDIC and NCUA Insurance Maintenance Fee Mobile Deposit Online Bill Pay Outstanding Checks/Deposits Overdraft Routing Number	- Checkbook simulations (writing checks, deposit slips, endorsements, and reconciling) - Next Gen Personal Finance
Opportunities for Interdisciplinary Connections	Anticipated misconceptions
- Math: Reinforce addition, subtraction and decimals through checkbook register and account reconciliation - Technology: Online banking security - Civics: The role of government regulation in	- Bank accounts are only for adults with full time jobs - The money in my bank account is always the same as my account balance - Writing checks and balancing a checkbook are outdated skills - The bank will automatically catch my mistakes

- protecting depositors through FDIC / NCUA - ELA: Financial document literacy, interpreting bank statements, transactions summaries and account disclosures.	- FDIC insurance covers all money, no matter the amount. - Online and mobile banking are completing risk-free - Reconciling a bank statement is not necessary if I use online banking.		
Connections to Prior Units	Connections to Future Units		
Unit 3 & 5: The banking unit connects to the Reporting Income unit and Credit unit.	Unit 7 & 8: The banking unit connects to the Savings and Investing units.		
Differentiation through <i>Universal Design for Learning</i>			
UDL Indicator and Teacher Actions			
Engagement - Use real-world bank account simulations and service comparisons. - Offer choices of bank services to research and present. - Connect banking concepts to students’ financial goals. Representation - Present information through diagrams, videos, and interactive tutorials. - Use bilingual resources explaining banking terminology. - Incorporate visuals of bank statements, apps, and online platforms. Action and Expression - Encourage students to set up mock bank accounts digitally or on paper. - Use role-playing to practice banking transactions. - Allow students to create brochures or digital presentations explaining banking services.			
Supporting Multilingual/English Learners			
Related <i>CELP standards</i>:	Learning Targets		
CELP Level	LT1	LT2	
Emerging	I can begin to understand what a checking account is.	I can recognize basic tasks involved in maintaining a checking account.	
Expanding	I can explain how to use a checking account to manage personal finances.	I can demonstrate how to maintain a checking account responsibly.	
Building	I can analyze and explain the benefits of using a checking account for personal finances.	I can demonstrate responsible checking account management to ensure financial responsibility.	
Lesson Sequence	Learning Target	Success Criteria	Assessment
1	Learning Target 1 I can use a checking account to maintain personal finances	- I can explain different ways to deposit and withdraw funds from a checking account - I can explain the purpose of FDIC/NCUA insurance - I can interpret information provided on a bank statement.	Students will simulate managing a checking account by recording deposits, writing checks, and reconciling a bank statement to maintain an accurate balance.
2 -5	Learning Target 2 I can demonstrate how to maintain a checking account to ensure financial responsibility	- I can explain the various ways to deposit funds into an account, including check endorsements if applicable. - I can explain how to write a check - I can write a check to pay a bill - I can record transactions in the checkbook register. - I can calculate the balance on a	

		checkbook register. • I can reconcile the bank statement	
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Unit Title	
Unit 7: Savings	
Relevant Standards: Bold indicates priority	
National Standards for Personal Financial Education Saving - 12.1 Financial institutions offer several types of savings accounts, including regular savings, money market accounts, and certificates of deposit (CDs), that differ in minimum deposits, rates, and deposit insurance coverage. Saving - 12.2 Deposit account interest rates and fees vary between financial institutions and depend on market conditions and competition. Saving - 12.3 Unless offered by insured financial institutions, mobile payment accounts and cryptocurrency accounts are not federally insured and usually do not pay interest to depositors. Saving - 12.4 Inflation can erode the value of savings if the interest rate earned on a savings account is less than the inflation rate.	
Essential Question(s)	Enduring Understanding(s)
- How do different types of savings accounts help individuals meet their financial goals? - How can comparing financial institutions help you choose the best place to save your money? - How do modern financial tools like mobile payment accounts influence saving habits and long-term financial growth? - How does inflation influence the real value of money saved over time?	- Various savings accounts offer different benefits and purposes, allowing individuals to choose the best option for their financial needs. - Evaluating interest rates, fees, accessibility, and services enables individuals to make informed choices that maximize savings growth and minimize unnecessary costs. - Comparing traditional and digital financial accounts helps individuals understand how convenience, accessibility, and interest potential affect their ability to save consistently over time. - Inflation decreases purchasing power, so understanding its relationship with interest rates helps individuals make saving choices that preserve and grow the value of their money.
Demonstration of Learning	Pacing for Unit
- Students will calculate simple and compound interest - Students will compare features of different types of savings accounts - Students will describe what affects a person's long term savings growth (mobile payment and inflation)	2 classes of instruction 1 class for assessment/performance-based project
Family Overview (link below)	Integration of Technology
Personal Finance Family Overview	Next Gen Banking Simulation
Unit-specific Vocabulary	Aligned Unit Materials, Resources, and Technology (beyond core resources)
ATM Balance Bank Statement Certificate of Deposit (CD) Commercial Bank Compound Interest Credit card Credit Union Deposit Direct Deposit Emergency Fund	- Next Gen Personal Finance - Research interest rates and compare banks - Next Gen Bank Simulation

FDIC and NCUA Insurance High Yield Savings Account Interest (APY/APR) Low Balance Alert Maintenance Fee Minimum Balance Money Market Account Mobile Deposit Savings and Loan Bank				
Opportunities for Interdisciplinary Connections	Anticipated misconceptions			
• Math: Use simple and compound interest formulas. • Economics: Connect inflation, purchasing power,monetary policy. • Technology: Compare mobile payment platforms and digital banks.	• All savings accounts are basically the same. • Savings accounts are the only method of investing. • The bank pays interest on all accounts • Money in a savings account will always grow in value. • Compound interest only matters for large amounts of money. • Interest rates always stay the same.			
Connections to Prior Units	Connections to Future Units			
Unit 4: Savings connects to the Budgeting Unit.	• Unit 8: Savings connects to investment. • A deep dive of investing is taken in the second course, Advanced Personal Finance.			
Differentiation through <i>Universal Design for Learning</i>				
UDL Indicator and Teacher Actions				
Engagement • Use real-life stories of saving and investing successes. • Incorporate interactive online investing simulations. • Connect investment concepts to students’ long-term goals. Representation • Provide visuals and videos explaining different savings and investment vehicles. • Use bilingual glossaries of investment terminology. • Offer interactive charts showing interest growth over time. Action and Expression • Have students create digital presentations or posters about investment options. • Allow students to simulate investing with classroom stock market games. • Encourage reflective journals or essays on personal savings and investment plans.				
Supporting Multilingual/English Learners				
Related <i>CELP standards</i>:				
Learning Targets				
CELP Level	LT1	LT2	LT3	LT4
Emerging	I can begin to understand what savings accounts are.	I can recognize some factors that differentiate financial institutions.	I can start to understand different types of financial accounts.	I can notice that inflation affects savings over time.
Expanding	I can explain different types of savings accounts.	I can evaluate some aspects of financial institutions when choosing a savings account.	I can compare features of different accounts and consider how mobile payments impact savings.	I can explain how inflation impacts the value of savings and the role of interest rates.
Building	I can analyze and explain various types of	I can evaluate and compare financial	I can analyze different accounts, compare	I can analyze the effect of inflation on savings

	savings accounts.	institutions to select the best savings account based on key factors.	features, and assess how mobile payments affect long-term savings growth.	value and the relationship between interest rates and purchasing power.
Lesson Sequence	Learning Target	Success Criteria	Assessment	
1	Learning Target 1 I can explain several different types of savings accounts	I can compare the features of regular savings accounts, money market accounts, and CDs.	- Students will compare several types of savings accounts to explain how features like, interest rates, and minimum balance requirements meet different financial needs. - Students will research financial institutions to determine which offers the best savings option based on interest rates, fees, and account features. - Students will use real or simulated data to explain how inflation reduces purchasing power.	
1	Learning Target 2 I can evaluate different financial institutions and select the best option for a savings account based on interest rates, fees, and other key factors.	- I can select a preferred location for a savings account based on comparison of interest rates and fees at different types of financial institutions. - I can calculate simple and compound interest to illustrate the power of compounding.		
2	Learning Target 3 I can analyze different types of financial accounts, compare their features, and evaluate the impact of mobile payment accounts on long-term savings growth.	I can compare and contrast the features of mobile payment accounts, and checking/ savings accounts.		
2	Learning Target 4 I can explain how inflation affects the value of savings over time and analyze the relationship between interest rates and purchasing power.	I can illustrate how inflation can reduce the purchasing power of savings over time if the nominal interest rate is lower than the inflation rate.		

Unit Title	
Unit 8: Investing	
Relevant Standards: Bold indicates priority	
National Standards for Personal Financial Education Investing 12.1 A person's investment risk tolerance depends on factors such as personality, financial resources, investment experiences, and life circumstances. Investing 12.2 Investors earn investment returns from price changes and annual cash flows (such as interest, dividends or rent). The nominal annual rate of return is the annual total dollar benefit as a percentage of the beginning price. Investing 12.3 Investors expect to earn higher rates of return when they invest in riskier assets. Investing 12.6 When making diversification and asset allocation decisions, investors consider their risk tolerance, goals, and investing time horizon. Investing 12.8 Tax rules affect the rate of return on different investments, and can vary by holding period, type of income, and type of account. Investing 12.13 Investors often compare the performance of their investments against a benchmark, such as a diversified stock or bond index.	
Essential Question(s)	Enduring Understanding(s)
1. Why is investing an important part of achieving long-term financial goals? 2. How do stocks help individuals build wealth and achieve financial goals? 3. How do bonds contribute to a balanced and secure investment portfolio? 4. How do mutual funds make investing more accessible and diversified for individuals? 5. How do index funds help investors build wealth with lower costs and less risk?	1. Investing allows individuals to grow their wealth over time, outpace inflation, and build financial security for future goals such as retirement, education, and major life expenses. 2. Stocks represent ownership in a company and offer the potential for growth through capital gains and dividends, but they also carry varying levels of risk. 3. Bonds are loans made to governments or corporations that provide fixed returns, offering stability and predictable income to balance the risks of other investments. 4. Mutual funds pool money from many investors to purchase a variety of assets, providing diversification and professional management to help reduce individual risk. 5. Index funds track the performance of a market index, offering broad diversification and lower fees, which make them an effective long-term investment strategy.
Demonstration of Learning	Pacing for Unit
• Students will compare different investment products including stocks, bonds, mutual funds and index funds to evaluate their features, risks and returns. • Students will determine ways to diversify an investment portfolio based on goals and risk tolerance. • Students will research and present real stock market data. • Students will identify major stock indexes and analyze the performance compared to other investments. • Students will describe how mutual funds pool money to buy diversified investment portfolios managed by professionals.	• 5 classes of instruction • 1 class for assessment/performance-based task
Family Overview (link below)	Integration of Technology
Personal Finance Family Overview	Research using various websites such as Google and Yahoo finance.
Unit-specific Vocabulary	Aligned Unit Materials, Resources, and Technology (beyond core resources)

401k / 403b Roth and Traditional Active Trading Asset Allocation Bond Brokerage Account Compound Return Coupon Diversification Dividend Index Fund Individual Retirement Account (IRA) - Traditional and Roth Inflation Investment Mutual Fund Passive Investing Pension Portfolio Return on Investment (ROI) Risk S&P 500 Shareholder Social Security Stock Target Date Fund (TDF) Vesting	Google and yahoo finance Financial websites Next Gen Personal Finance
Opportunities for Interdisciplinary Connections	Anticipated misconceptions
• Math: apply percent change, compound growth • Economics: Connect inflation, risk, supply and demand and capital markets, investing decisions • Technology: use online investment simulators, stock tracking apps. • ELA: critical reading and writing through research on public companies • Psychology: How emotions, cognitive biases influence decisions and market volatility.	• Investing is only for rich people or adults. • Saving and investing are the same thing. • Investing is basically gambling. • If a stock value drops, the investor loses all of their money. • The safest investments are always the best • Diversification just means buying lots of stocks. • Bonds, mutual funds and index funds are all the same thing. • Once I invest, I can't lose money.
Connections to Prior Units	Connections to Future Units
Unit 4 & 7: The Investing Unit connects to the Budgeting and Savings units.	A deep-dive is done regarding investing in the Advanced Personal Finance class.
Differentiation through Universal Design for Learning UDL Indicator and Teacher Actions	
Engagement • Use stories of real investors or success stories to inspire interest. • Incorporate interactive simulations of investing in stocks, bonds, or mutual funds. • Offer choices for students to explore different investment types through projects, such as creating a digital investment portfolio or presentation Representation	

- Present concepts through videos, infographics, and visual diagrams explaining stocks, bonds, mutual funds, and index funds.
- Provide bilingual glossaries and simplified explanations of investment terminology.
- Use visual aids like charts showing growth over time for different investment options.

Action and Expression

- Enable students to demonstrate understanding by creating digital presentations, posters, or videos explaining various investment types and their roles.
- Use role-playing activities where students act as investors making decisions between stocks, bonds, and mutual funds.
- Allow students to simulate investing with classroom stock market games or budgeting tools to see how investments grow over time.

Supporting Multilingual/English Learners Related CELP standards and Learning Targets

CELP Level	LT1	LT2	LT3	LT4	LT5
Emerging	I can begin to understand the concept of investing.	I can recognize what a stock is.	I can recognize what a bond is.	I can recognize what a mutual fund is.	I can notice what an index fund is.
Expanding	I can explain why investing is important for long-term financial goals.	I can define what a stock is and describe its role in investing.	I can define what a bond is and explain its role.	I can define a mutual fund and explain its role.	I can define an index fund and explain its purpose in investing.
Building	I can analyze why investing is necessary to meet financial needs over the long term.	I can explain in detail what stocks are and how they function in personal investing.	I can analyze bonds and their role in a personal investment portfolio.	I can evaluate mutual funds and their role in diversification and investing.	I can analyze index funds and explain their benefits in personal investing.

Lesson Sequence	Learning Target	Success Criteria	Assessment
1	Learning Target 1 I can explain why investing is necessary to meet long-term financial needs and goals.	• I can define investing and distinguish it from saving • I can identify reasons for investing, including outpacing inflation • I can explain the importance of diversification.	Students will create long-term financial goals
2 - 5	Learning Target 2 I can define what a stock is and explain its role in personal investing.	• I can define what a stock is. • I can explain how an investor earns a profit from owning stocks. • I can identify reasons why people invest in stocks. • I can give an example of a company that issues stock. • I can describe how stock value can increase or decrease over time.	Students will research and analyze a publicly traded company's stock to explain how ownership, dividends and capital gains contribute to personal wealth.
2-5	Learning Target 3 I can define what a bond is and explain its role in personal	• I can define what a bond is. • I can identify reasons why people invest in bonds.	Students will examine sample bond offerings.

	investing.	• I can explain how an investor earns a profit from investing in bonds. • I can explain the difference between municipal and corporate bonds..	
2-5	Learning Target 4 I can define what a mutual fund is and explain its role in personal investing.	• I can define what a mutual fund is. • I can identify reasons why people invest in mutual funds. • I can explain how an investor earns a profit from investing in mutual funds.	Students will compare mutual funds to explain how pooled investments provide diversification and professional management for individual investors
2-5	Learning Target 5 I can define what an index fund is and explain its role in personal investing.	• I can define a stock index. • I can define what an Index Fund is. • I can identify reasons why people invest in Index Funds. • I can identify commonly followed stock indexes. • I can explain how an investor earns a profit from investing in Index Funds.	Students will evaluate an index fund to explain how tracking market performance offers a low-cost, diversified approach to long-term investing.