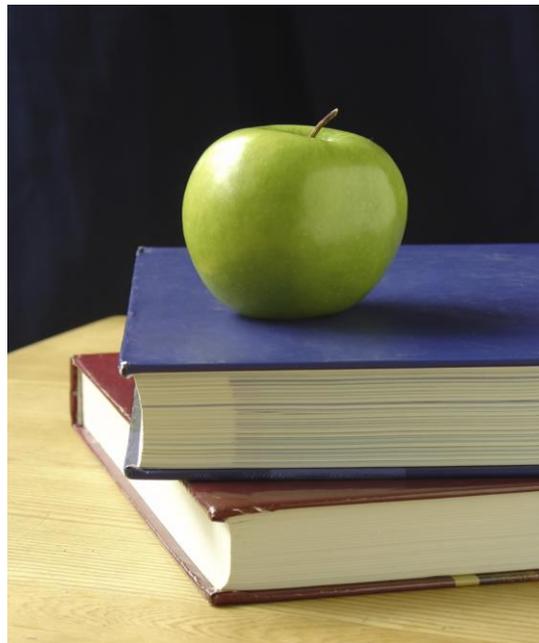




Wolcott Public Schools

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Wolcott, Connecticut 06716
www.wolcottps.org – 203-879-8183

Personal Finance High School Curriculum Grades 10-12



Children are our Future...

Acknowledgements

Curriculum Writers:

Charles Guerrero

We acknowledge and celebrate the professionalism, expertise, and diverse perspectives of these teachers. Their contributions to this curriculum enrich the educational experiences of all Wolcott students.

Mr. Frank Purcaro
Director of Curriculum and Professional Development

Date of Presentation to the Board of Education: February 27, 2017

Personal Finance

Personal Finance

Mission Statement:

The mission of the Wolcott Public Schools is to develop in each student the knowledge, skills and attitudes necessary to become a productive member of the community and a contributing member of society.

Departmental Philosophy:

Wolcott High School's Business Department believes its courses are an integral part of the total academic structure that provides students with competencies to be competitive in a business-oriented society. The mission of this program is to ensure that students have the opportunity to develop skills, knowledge, understanding and attitudes necessary for successful participation in postsecondary education and the global economy.

Course Description:

Personal Finance is designed to enhance student awareness within the economic and financial communities. Topics include budgeting, goal setting, checkbook maintenance, proper credit usage, insurance needs, investment alternatives, and financial planning. They will gain a basic understanding of the benefits and dangers of consumer credit and credit cards. This course is an elective and is recommended for all high school students.

PERSONAL FINANCE – GRADES 10-12

Content Standard 1 – Personal Decision Making: Apply reliable information and systematic decision making to personal financial decisions.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p><u>NBEA Personal Finance Standards:</u></p> <ul style="list-style-type: none"> - NBEA 1 Personal Decision Making: Use a rational decision-making process as it applies to the roles of citizens, workers and consumers - NBEA 2 Earning a Living: Identify various forms of income & analyze factors that affect income as a part of the career decision-making process <p><u>Connecticut Career & Technical Education Performance Standards:</u></p> <ul style="list-style-type: none"> - 1) Define and give examples of economic wants and needs - 2) Analyze the effects of ethics on business and financial management decisions - 3) Differentiate between types of decisions and identify which types should be used in a formal decision-making process <p><u>CT CCSS (English Language Arts):</u></p> <ul style="list-style-type: none"> - 11-12.RH.4: Determine the meaning of words and phrases as they are used 	<ul style="list-style-type: none"> - Notes/Terms - Graphic Organizers - Study Guides - Chapter Assessment Questions - Case Studies: (Students will be exposed to different news articles that provide real-world scenarios students can relate to and that relate back to the topics being discussed in the classroom) - Financial Goals Worksheets: (Students will develop SMART {Specific, Measureable, Attainable, Realistic, and Time-Bound} financial goals they see for themselves both currently and in the future. They will collaborate and share their goals with their peers to help identify if their goals meet the SMART criteria, as well as provide different insight into goals and ideas that they might not have thought about previously) - Personal Spending Sheets: (Students will track their spending habits over the course of a month and 	<ul style="list-style-type: none"> - Class Participation - Chapter Quizzes/Tests (<i>Planning Personal Finances</i> Unit {Chapter 1}) - Homework - Classwork - Group Work - Unit Project - Financial Goals Worksheet (See Description in <i>Sample Activities</i> column) - Personal Spending Sheets (See Description in <i>Sample Activities</i> column) Budgeting Project/Personal Budgets (See Description in <i>Sample Activities</i> column) 	<ul style="list-style-type: none"> - <i>Glencoe Personal Finance</i> Textbook - <i>Glencoe Personal Finance</i> Supplemental Materials - PowerPoint Presentations - <i>Virtual Business: Personal Finance</i> Software

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<p>in a text, including analyzing how an author uses and redefines the meaning of a key term over the course of a text</p> <p>- 11-12.RH.7: Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem</p> <p>- 11-12.WHST.7: Conduct short, as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation</p> <p>- 11-12.WHST.9: Draw evidence from informational texts to support analysis, reflection, and research</p> <p><u>CT CCSS (Mathematics):</u></p> <p>- CC.9-12.A.SSE.1: Interpret expressions that represent a quantity in terms of its context</p> <p>- CC.9-12.A.CED.1: Create equations and inequalities in one variable and use them to solve problems</p>	<p>complete a culminating project evaluating what items they spent the most money on, what strategies they can utilize to improve their saving if they are unhappy, and what they took away from this experience)</p> <p>- Personal Budgets: (Students will look at the current forms of income and their current expenses to develop budgets that allow them to enjoy the life they have, as well as save money for the future)</p>		
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Content Standard 2 – Earning and Reporting Income: Use a career plan to develop personal income potential

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p><u>NBEA Personal Finance Standards:</u></p> <ul style="list-style-type: none"> - NBEA 2 Earning a Living: Identify various forms of income & analyze factors that affect income as a part of the career decision-making process <p><u>Connecticut Career & Technical Education Performance Standards:</u></p> <ul style="list-style-type: none"> - 4) Analyze how career choice, education, and skills affect income and goal attainment - 5) Calculate net pay - 6) Identify benefits as a component of total income <p><u>CT CCSS (English Language Arts):</u></p> <ul style="list-style-type: none"> - 11-12.RH.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and redefines the meaning of a key term over the course of a text - 11-12.RH.7: Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem 	<ul style="list-style-type: none"> - Notes/Terms - Graphic Organizers - Study Guides - Chapter Assessment Questions - Case Studies: (Students will be exposed to different news articles that provide real-world scenarios students can relate to and that relate back to the topics being discussed in the classroom) - Personal Spending Sheets: (Students will track their spending habits over the course of a month and complete a culminating project evaluating what items they spent the most money on, what strategies they can utilize to improve their saving if they are unhappy, and what they took away from this experience) - Personal Budgets: (Students will look at the current forms of income and their current expenses to develop budgets that allow them to enjoy the life they have, as well as save money for the future) 	<ul style="list-style-type: none"> - Class Participation - Chapter Quizzes/Tests (<i>Planning Personal Finances & Banking and Credit Units</i> {Chapters 1, 2, 3, 5, 6}) - Homework - Classwork - Group Work - Unit Project - Personal Budget Development (See Description in <i>Sample Activities</i> column) - Resume and Cover Letter Creation (See Description in <i>Sample Activities</i> column) - Net Worth/Cash Flow Calculations (See Description in <i>Sample Activities</i> column) 	<ul style="list-style-type: none"> - <i>Glencoe Personal Finance</i> Textbook - <i>Glencoe Personal Finance</i> Supplemental Materials - PowerPoint Presentations - <i>Virtual Business: Personal Finance</i> Software

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<p>- 11-12.RST.4: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context.</p> <p>- 11-12.RST.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem</p> <p>- 11-12.WHST.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience</p> <p>- 11-12.WHST.7: Conduct short, as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation</p> <p><u>CT CCSS (Mathematics):</u></p> <p>- CC.9-12.A.SSE.1: Interpret expressions that represent a quantity in terms of its context</p> <p>- CC.9-12.A.CED.1: Create equations and inequalities in one variable and use them to solve problems</p>	<p>- Resumes & Cover Letters: (Students will be tasked with creating a resume and cover letter for a career that they are interested in. This will require the students to identify the type of educational requirements they will need to attain that job, as well as the types of skills required to successful work in that field. Also, this activity will provide the students with some practice in developing these crucial business documents that they will need to have in the future)</p> <p>- Interest Inventories: (The students will take several interest inventories that will provide the students with some career fields that match their interests and skills. This activity helps expose the students to careers they never considered or careers they never knew existed, as well as requires the students to do some exploratory research about different careers)</p> <p>- Calculating Net Worth/Cash Flow: (Students will look at their current income and expenses to determine how much money is being earned and spent. Also, they will look at their assets {items they own} and liabilities {items they owe} to determine their personal net worth)</p>		
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PERSONAL FINANCE – GRADES 10-12

Content Standard 3 – Managing Finances and Budgeting: Organize personal finances and use a budget to manage cash flow.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p><u>NBEA Personal Finance Standards:</u></p> <ul style="list-style-type: none"> - NBEA 3 Managing Finances and Budgeting: Develop and evaluate a spending and/or savings plan <p><u>Connecticut Career & Technical Education Performance Standards:</u></p> <ul style="list-style-type: none"> - 7) Construct and use a personal budget plan and evaluate it according to short- and long-term goals. - 8) Categorize and classify expenses as fixed or variable <p><u>CT CCSS (English Language Arts):</u></p> <ul style="list-style-type: none"> - 11-12.RH.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and redefines the meaning of a key term over the course of a text - 11-12.RH.7: Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem - 11-12.RST.4: Determine the meaning 	<ul style="list-style-type: none"> - Notes/Terms - Graphic Organizers - Study Guides - Chapter Assessment Questions - Case Studies: (Students will be exposed to different news articles that provide real-world scenarios students can relate to and that relate back to the topics being discussed in the classroom) - Financial Goals Worksheets: (Students will develop SMART {Specific, Measureable, Attainable, Realistic, and Time-Bound} financial goals they see for themselves both currently and in the future. They will collaborate and share their goals with their peers to help identify if their goals meet the SMART criteria, as well as provide different insight into goals and ideas that they might not have thought about previously) - Personal Spending Sheets: (Students will track their spending habits over the course of a month and 	<ul style="list-style-type: none"> - Class Participation - Chapter Quizzes/Tests (<i>Planning Personal Finances</i> Unit {Chapter 3}) - Homework - Classwork - Group Work - Unit Project - Personal Budget Development (See Description in <i>Sample Activities</i> column) - Net Worth/Cash Flow Calculations (See Description in <i>Sample Activities</i> column) 	<ul style="list-style-type: none"> - <i>Glencoe Personal Finance</i> Textbook - <i>Glencoe Personal Finance</i> Supplemental Materials - PowerPoint Presentations - <i>Virtual Business: Personal Finance</i> Software

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<p>of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context.</p> <p>- 11-12.RST.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem</p> <p>- 11-12.WHST.2.a: Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful to aiding comprehension.</p> <p>- 11-12.WHST.6: Use technology, including the Internet, to produce, publish and update individual or shared writing products in response to ongoing feedback, including new arguments or information</p> <p><u>CT CCSS (Mathematics):</u></p> <p>- CC.9-12.F.IF.6: Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph</p>	<p>complete a culminating project evaluating what items they spent the most money on, what strategies that can utilize to improve their saving if they are unhappy, and what they took away from this experience)</p> <p>- Personal Budgets: (Students will look at the current forms of income and their current expenses to develop budgets that allow them to enjoy the life they have, as well as save money for the future)</p> <p>- Calculating Net Worth/Cash Flow: (Students will look at their current income and expenses to determine how much money is being earned and spent. Also, they will look at their assets {items they own} and liabilities {items they owe} to determine their personal net worth)</p>		
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PERSONAL FINANCE – GRADES 10-12

Content Standard 4 – Saving and Investing: Implement a diversified investment strategy that is compatible with personal goals.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p><u>NBEA Personal Finance Standards:</u></p> <p>- NBEA 4 Saving and Investing: Evaluate savings and investment options to meet short-and long-term goals.</p> <p><u>Connecticut Career & Technical Education Performance Standards:</u></p> <p>- 10) Analyze the power of compounding and the importance of starting early in implementing a plan of saving and investing</p> <p>- 11) Describe the advantages and disadvantages of various savings and investing plans</p> <p>- 12) Explain the role of savings and investing in creating a financial plan</p> <p><u>CT CCSS (English Language Arts):</u></p> <p>- 11-12.WHST.7: Conduct short, as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate;</p>	<p>- Notes/Terms</p> <p>- Graphic Organizers</p> <p>- Study Guides</p> <p>- Chapter Assessment Questions</p> <p>- Case Studies: (Students will be exposed to different news articles that provide real-world scenarios students can relate to and that relate back to the topics being discussed in the classroom)</p> <p>- Personal Financial Goal Setting: (Students will develop SMART {Specific, Measureable, Attainable, Realistic, and Time-Bound} financial goals they see for themselves both currently and in the future.)</p> <p>- Stock Market Game: (Students will work in teams and compete in a mock stock market game that requires the students to examine the stock market on a daily basis, buy/sell stocks, and track their profit {or loss} over the course of a set</p>	<p>- Class Participation</p> <p>- Chapter Quizzes/Tests (<i>Investing Your Financial Resources</i> Unit {Chapters 8, 9, 10, 11})</p> <p>- Homework</p> <p>- Classwork</p> <p>- Group Work</p> <p>- Unit Project</p> <p>- Stock Market Research Paper: (Students will research the history of the stock market, how the stock market has risen and fallen throughout time, how the stock market affects our economy, etc.)</p>	<p>- <i>Glencoe Personal Finance</i> Textbook</p> <p>- <i>Glencoe Personal Finance</i> Supplemental Materials</p> <p>- PowerPoint Presentations</p> <p>- <i>Virtual Business: Personal Finance</i> Software</p> <p>- Stock Market Game</p>

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<p>synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>- 11-12.WHST.9: Draw evidence from informational texts to support analysis, reflection, and research</p> <p>- 11-12.SL.1.d: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; determine what additional information or research is required to deepen the investigation or complete the task</p> <p><u>CT CCSS (Mathematics):</u></p> <p>- CC.9-12.F.LE.1b: Recognize situations in which one quantity changes at a constant rate per unit interval relative to another</p> <p>- CC.9-12.F.LE.1c: Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another</p>	period of time}		
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Content Standard 5 – Buying Goods and Services: Use a rational decision-making process to evaluate factors involved in buying decisions to optimize consumer satisfaction.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p><u>NBEA Personal Finance Standards:</u></p> <p>- NBEA 5 Buying Goods and Services: Apply a decision-making model to maximize consumer satisfaction when buying goods and services.</p> <p><u>Connecticut Career & Technical Education Performance Standards:</u></p> <p>- 14) Describe and give examples of consumer rights, responsibilities and remedies</p> <p>- 16) Explain how a consumer can identify and report fraudulent behavior and practices observed on the Internet</p> <p><u>CT CCSS (English Language Arts):</u></p> <p>- 11-12.RH.7: Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem</p> <p>- 11-12.RST.4: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context.</p>	<p>- Notes/Terms</p> <p>- Graphic Organizers</p> <p>- Study Guides</p> <p>- Chapter Assessment Questions</p> <p>- Case Studies: (Students will be exposed to different news articles that provide real-world scenarios students can relate to and that relate back to the topics being discussed in the classroom)</p> <p>- “Big Ticket Item” Research Activity: (Students will be asked to identify an expensive item that they would like to purchase. The students are required to do some comparative shopping by visiting stores or researching online and then come to a conclusion as to where they would purchase the item from and their rationale for making that decision)</p>	<p>- Class Participation</p> <p>- Chapter Quizzes/Tests (<i>Planning Personal Finances</i> Unit {Chapters 3, 4})</p> <p>- Homework</p> <p>- Classwork</p> <p>- Group Work</p> <p>- Unit Project</p> <p>- “Big Ticket Item” Research Activity and Project (See Description in <i>Sample Activities</i> column)</p>	<p>- <i>Glencoe Personal Finance</i> Textbook</p> <p>- <i>Glencoe Personal Finance</i> Supplemental Materials</p> <p>- PowerPoint Presentations</p> <p>- <i>Virtual Business: Personal Finance</i> Software</p>

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- 11-12.WHST.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information

- 11-12.WHST.7: Conduct short, as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation

CT CCSS (Mathematics):

- CC.9-12.A.REI.1: Explain each step in solving simple equations as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method

- CC.9-12.A.REI.2: Solve simple rational and radical equations in one variable and give examples showing how extraneous solutions may arise

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Content Standard 6 – Banking and Financial Institutions: Banking services are an integral part of managing and organizing financial transactions.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p><u>NBEA Personal Finance Standards:</u></p> <ul style="list-style-type: none"> - NBEA 6 Banking: Evaluate services provided by financial deposit institutions to transfer funds. <p><u>Connecticut Career & Technical Education Performance Standards:</u></p> <ul style="list-style-type: none"> - 17) Identify the rights and responsibilities associated with using a checking account - 19) Evaluate products, services and related costs associated with financial institutions in terms of personal banking needs <p><u>CT CCSS (English Language Arts):</u></p> <ul style="list-style-type: none"> - 11-12.RH.7: Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem - 11-12.RST.2: Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler 	<ul style="list-style-type: none"> - Notes/Terms - Graphic Organizers - Study Guides - Chapter Assessment Questions - Case Studies: (Students will be exposed to different news articles that provide real-world scenarios students can relate to and that relate back to the topics being discussed in the classroom) - Bank Comparison Activity: (Students will research different banks/financial institutions and compare the different services that are provided by each institution. Then the students will be asked to choose which institution they would open an account at and explain their reasoning for making that decision) - Checking Simulation Exercises: (The students will complete a checking simulation for a month utilizing mock transactions and a fake checkbook. The students will need to balance the checkbook, write checks, 	<ul style="list-style-type: none"> - Class Participation - Chapter Quizzes/Tests (<i>Banking and Credit</i> Unit {Chapter 5}) - Homework - Classwork - Group Work - Unit Project - Bank/Financial Institution Comparison Research Paper (See Description in <i>Sample Activities</i> column) - Checkbook Simulation Exercises (See Description in <i>Sample Activities</i> column) 	<ul style="list-style-type: none"> - <i>Glencoe Personal Finance</i> Textbook - <i>Glencoe Personal Finance</i> Supplemental Materials - PowerPoint Presentations - <i>Virtual Business: Personal Finance</i> Software - <i>Security First Banking</i> (Checking Simulation)

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<p>but still accurate terms</p> <p>- 11-12.RST.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem</p> <p>- 11-12.WHST.7: Conduct short, as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation</p> <p>- 11-12.SL.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data</p> <p><u>CT CCSS (Mathematics):</u></p> <p>- CC.9-12.A.REI.1: Explain each step in solving simple equations as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify</p>	<p>and record an deposits made to the fake account)</p>		
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a solution method

- CC.9-12.A.REI.2: Solve simple rational and radical equations in one variable and give examples showing how extraneous solutions may arise

- CC.9-12.A.CED.2: Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.

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Content Standard 7 – Using Credit: Maintain credit worthiness, borrow at favorable terms and manage debt

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p><u>NBEA Personal Finance Standards:</u></p> <p>- NBEA 7 Using Credit: Analyze factors that affect the choice of credit, the cost of credit and the legal aspects of using credit.</p> <p><u>Connecticut Career & Technical Education Performance Standards:</u></p> <p>- 21) Describe the risks and responsibilities associated with using a checking account</p> <p>- 22) Identify and explain methods of establishing and maintaining a good credit rating</p> <p>- 24) Identify specific steps that consumers can take to minimize their exposure to identity theft</p> <p><u>CT CCSS (English Language Arts):</u></p> <p>- 11-12.RH.7: Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem</p> <p>- 11-12.RST.2: Determine the central ideas or conclusions of a text; summarize complex concepts,</p>	<p>- Notes/Terms</p> <p>- Graphic Organizers</p> <p>- Study Guides</p> <p>- Chapter Assessment Questions</p> <p>- Case Studies: (Students will be exposed to different news articles that provide real-world scenarios students can relate to and that relate back to the topics being discussed in the classroom)</p> <p>- Credit Card Comparison Activity: (Students will complete a credit card research activity where they review any five credit cards of their choosing. They must identify the APR, incentives for having the credit card and credit limits associated with each card. Then they must choose a credit card they would like to apply for and provide their rationale for their choice)</p> <p>- Identity Theft Essay: (Students will research identity theft and create some guidelines/steps to help others avoid having their identity compromised)</p>	<p>- Class Participation</p> <p>- Chapter Quizzes/Tests (<i>Banking and Credit</i> Unit {Chapter 6})</p> <p>- Homework</p> <p>- Classwork</p> <p>- Group Work</p> <p>- Unit Project</p> <p>- Credit Card Comparison Project (See Description in <i>Sample Activities</i> column)</p> <p>- Identity Theft Essay (See Description in <i>Sample Activities</i> column)</p>	<p>- <i>Glencoe Personal Finance</i> Textbook</p> <p>- <i>Glencoe Personal Finance</i> Supplemental Materials</p> <p>- PowerPoint Presentations</p> <p>- <i>Virtual Business: Personal Finance</i> Software</p>

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<p>processes or information presented in a text by paraphrasing them in simpler but still accurate terms</p> <p>- 11-12.RST.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem</p> <p>- 11-12.WHST.6: Use technology, including the Internet, to produce, publish and update individual or shared writing products in response to ongoing feedback, including new arguments or information</p> <p>- 11-12.WHST.7: Conduct short, as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation</p> <p><u>CT CCSS (Mathematics):</u></p> <p>- CC.9-12.A.CED.2: Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</p> <p>- CC.9-12.A.CED.3: Represent constraints by equations or</p>			
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inequalities, by systems of equations and/or inequalities and interpret solutions as viable or non-viable options in a modeling context.			
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Content Standard 8 – Protecting Against Risk: Use appropriate and cost-effective risk management strategies.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p><u>NBEA Personal Finance Standards:</u></p> <p>- NBEA 8 Protecting Against Risk: Analyze choices available to consumers for protection against risk and financial loss</p> <p><u>Connecticut Career & Technical Education Performance Standards:</u></p> <p>- 25) Identify risk in life and how to gain protection against the consequences of risk</p> <p>- 26) Identify the type of insurance associated with different types of risk such as automobile, personal and professional liability, home and apartment, health, life, long-term care and disability</p> <p><u>CT CCSS (English Language Arts):</u></p> <p>- 11-12.RH.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and redefines the meaning of a key term over the course of a text</p> <p>- 11-12.RH.7: Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve</p>	<p>- Notes/Terms</p> <p>- Graphic Organizers</p> <p>- Study Guides</p> <p>- Chapter Assessment Questions</p> <p>- Case Studies: (Students will be exposed to different news articles that provide real-world scenarios students can relate to and that relate back to the topics being discussed in the classroom)</p> <p>- Tax Form Completion (W2, W4, 1040A, etc.)</p> <p>- Insurance/Retirement Options Essay: (Students will look up different insurance plans & retirement plans that are available to consumers. They will compare insurance plans and retirement plans from multiple companies and choose an insurance plan and retirement plan they feel will work best for them)</p>	<p>- Class Participation</p> <p>- Chapter Quizzes/Tests (<i>Protecting Your Finances</i> Unit {Chapters 12, 13, 14, 15})</p> <p>- Homework</p> <p>- Classwork</p> <p>- Group Work</p> <p>- Unit Project</p> <p>- Insurance and Retirement Options Essay (See Description in <i>Sample Activities</i> column)</p>	<p>- <i>Glencoe Personal Finance</i> Textbook</p> <p>- <i>Glencoe Personal Finance</i> Supplemental Materials</p> <p>- PowerPoint Presentations</p> <p>- <i>Virtual Business: Personal Finance</i> Software</p>

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<p>a problem</p> <p>- 11-12.RST.2: Determine the central ideas or conclusions of a text; summarize complex concepts, processes or information presented in a text by paraphrasing them in simpler but still accurate terms</p> <p>- 11-12.RST.4: Determine the meaning of symbols, key terms and other domain-specific words and phrases as they are used in a specific scientific or technical context.</p> <p>- 11-12.RST.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem</p> <p>- 11-12.WHST.4: Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience</p> <p>- 11-12.WHST.7: Conduct short, as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation</p> <p>- 11-12.SL.4: Present information,</p>			
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findings and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed and the organization, development, substance and style are appropriate to purpose, audience and a range of formal and informal tasks.

- 11-12.SL.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual and interactive elements) in presentations to enhance understanding of findings, reasoning and evidence and to add interest

CT CCSS (Mathematics):

- CC.9-12.F.LE.5: Interpret the parameters in a linear, quadratic or exponential function in terms of a context.

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Pacing Guide

Semester 1

September: Personal Financial Planning; Financial Career Planning; Money Management

October: Consumer Purchasing Strategies; Banking, Checking and Credit; Consumer Credit

November: The Finances of Housing; The Fundamentals of Investing; Stocks

December: Bonds and Mutual Funds; Real Estate; Tax Strategies

January: Home and Automobile Insurance; Health, Disability and Life Insurance; Retirement/Estate Planning

Semester 2

January: Personal Financial Planning; Financial Career Planning

February: Money Management; Consumer Purchasing Strategies; Banking, Checking and Credit

March: Consumer Credit; The Finances of Housing; The Fundamentals of Investing

April: Stocks; Bonds and Mutual Funds; Real Estate

May: Tax Strategies; Home and Automobile Insurance

June: Health, Disability and Life Insurance; Retirement/Estate Planning

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Essential Questions

1. What are the financial benchmarks for a successful portfolio?
2. How do you develop a successful SMART financial goal?
3. What is the correct format for a cover letter and resume?
4. How can you create a budget based on your current and future financial situations?
5. How is credit a part of your life now and what type of impact can it have on your future?
6. What type of financial institutions are available for you to successfully manage your finances?
7. What types of investment opportunities should you take advantage of?
8. What are some actions you can take to prevent identity theft or fraudulent financial activity from occurring?
9. How can you save for a prosperous retirement?

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Skills Objectives

Students will be able to:

1. Create a budget for themselves based on their current financial situation.
2. Develop and set clear financial goals (i.e. SMART goals) for themselves.
3. Effectively utilize consumer purchasing strategies.
4. Develop a personal savings plan to assist in attaining specific financial goals.
5. Correctly use a checking account.
6. Identify the advantages and disadvantages of using credit.
7. Identify the advantages and disadvantages of investing in the Stock Market.
8. Formulate an investment strategy they can utilize in the future.
9. Fill out personal tax forms.
10. Effectively develop a plan for their future retirement savings.

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Assessments

Assessments are aligned with the subject material and are done routinely throughout the year. They are completed by the Applied Education Department Data Team and will be added to the Curriculum as they are finalized.

Projects/Hands-On Activities

- Financial Goals Worksheets - Students will develop SMART {Specific, Measureable, Attainable, Realistic, and Time-Bound} financial goals they see for themselves both currently and in the future. They will collaborate and share their goals with their peers to help identify if their goals meet the SMART criteria, as well as provide different insight into goals and ideas that they might not have thought about previously
- Personal Spending Sheets & Budgeting Project - Students will track their spending habits over the course of a month and complete a culminating project evaluating what items they spent the most money on, what strategies that can utilize to improve their saving if they are unhappy and what they took away from this experience
- Resume & Cover Letter Project - Students will be tasked with creating a resume and cover letter for a career that they are interested in. This will require the students to identify the type of educational requirements they will need to attain that job, as well as the types of skills required to successful work in that field. Also, this activity will provide the students with some practice in developing these crucial business documents that they will need to have in the future.
- Net Worth Statement/Statement of Cash Flow Development - Students will look at their current income and expenses to determine how much money is being earned and spent. Also, they will look at their assets {items they own} and liabilities {items they owe} to determine their personal net worth.
- “Big Ticket Item” Research Activity - Students will be asked to identify an expensive item that they would like to purchase. The students are required to do some comparative shopping by visiting stores or researching online and then come to a conclusion as to where they would purchase the item from and their rationale for making that decision.
- Bank/Financial Institution Comparison Activity - Students will research different banks/financial institutions and compare the different services that are provided by each institution. Then the students will be asked to choose which institution they would open an account at and explain their reasoning for making that decision.
- Checkbook Simulation Assignment - The students will complete a checking simulation for a month utilizing mock transactions and a fake checkbook. The students will need to balance the checkbook, write checks and record any deposits made to the fake account.
- Credit Card Comparison Research Activity - Students will complete a credit card research activity where they review any five credit cards of their choosing. They must identify the APR, incentives for having the credit card and credit limits associated with each card. Then they must choose a credit card they would like to apply for and provide their rationale for their choice.
- Insurance/Retirement Options Essay - Students will look up different insurance plans & retirement plans that are available to consumers. They will compare insurance plans and retirement plans from multiple companies and choose an insurance plan and retirement plan they feel will work best for them. They will then write a brief essay detailing their findings.