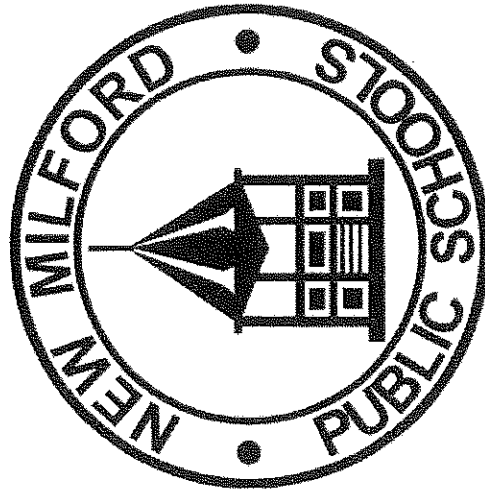


NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Personal Finance II

November 15, 2019

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New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

Personal Finance II

Grades 11-12

Personal Finance II is a semester course offered at New Milford High School for ½ a credit offered to students who have successfully completed Personal Finance. The class incorporates interdisciplinary concepts such as math and writing within the framework of project based experiences in personal finance. This course provides students with the fundamentals in many important finance related topics. Topics include consumer spending, taxes, investing, insurance, and credit.

Pacing Guide

Unit 1- Reflection of Personal Finance I	Pacing 1-2 weeks or 2-3 classes
Unit 2- Credit, Credit Reports and Scores	Pacing 2-3 weeks or 8-10 classes
Unit 3- Consumer Spending, Identity Theft and Fraud	Pacing 3-4 weeks or 9-12 classes
Unit 4- Investing	Pacing 4-5 Weeks or 12-14 classes
Unit 5- Taxes	Pacing 2-3 Weeks or 8-10 classes
Unit 6- Insurance	Pacing 2-3 Weeks or 8-10 classes

Unit 1: Reflection of Personal Finance I

Stage 1 Desired Results

ESTABLISHED GOALS	Transfer	
<p>NBEA Personal Finance Standard III: Achievement Standard: Develop and evaluate a spending/savings plan.</p> <p>CT Business and Finance Technology Content Standard 5: Analyze factors that affect the choice of credit, the cost of credit and the legal aspects of using credit.</p> <p>CT Business and Finance Technology Content Standard 2: Identify various forms of income and analyze factors that affect income as a part of the career decision-making process.</p> <p>Discuss how personal choices concerning human capital (experiences, technology, education/training and other factors) influence income.</p> <p>CC.9-12.N.Q.1 Use units as a way to understand problems and to guide the solution of multi-step</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> Analyze qualifications, salaries and education linked to career goals. Calculate projected student loan debt for college choice Analyze how credit cards can be a useful or harmful tool when building credit. 	
	Meaning	
<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>Our goals are always changing. We need to continuously reflect upon them as we move through different stages in our lives.</p> <p>Calculating student loan debt will give a precise monthly payment upon graduation that will affect a monthly spending plan for many years.</p> <p>Obtaining a credit card is usually the first step in building credit. Reviewing how credit can be helpful or harmful will help build the foundations for unit one in Personal Finance II which is credit reports and scores.</p>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <p>Have my career goals changed since Personal Finance I?</p> <p>What will I be learning in Personal Finance II that I haven't learned in Personal Finance I?</p> <p>Why does student debt cost the borrower more money than borrowed?</p> <p>What other aspects of credit exist besides credit cards?</p>	

<p>problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p>		
	<p><i>Students will know...</i></p> <p>It is important to understand how much money we will be making when we choose a career. The monthly income must be sufficient to support many expenses, specifically the cost of attending college. (student loans)</p> <p>Calculating student loan debt is essential when exploring options for post secondary education.</p> <p>Credit can have a negative and positive impact on your credit worthiness which helps with future borrowing.</p>	<p>Acquisition</p> <p><i>Students will be skilled at...</i></p> <p>Linking career and college choices to their monthly spending plan.</p> <p>Being able to identify projected student loan debt by using a student loan calculator.</p> <p>Identifying the different ways credit cards can affect credit worthiness.</p>

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
A, M, T	<p>Students will use an organized chart which will include a calculator link along with interest rates and terms for the student loans borrowed.</p> <p>Students will follow a teacher created rubric.</p>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>GRASPS G - Students will calculate student loan debt from the college that they want to attend. R- Student loan borrower/college student A-Student- to analyze the cost of college to help plan for their future monthly spending. S- Students have researched and choose a college of their choice based on a number of factors. As we focus on the costs of this college, students will fill out a chart and calculate the overall student debt associated with choosing the college. This debt will be broken down into their monthly payments over the course of twenty years. This gives the students a real-life example of what their monthly expense would be when it comes to paying for college. P-Students will give feedback and reflect on if they believe they can afford this college based on their income they will be earning. They have obtained their salaries in Personal Finance I. S- Students will reflect on their findings and be able to make an educated decision on why they want to choose the college they chose. Students will have to give a detailed rationale that demonstrates that there are many different reasons for choosing a school. Students will be graded on using the elements learned in this unit to make an informed decision on the college they want to attend.</p>

<p>A,M</p> <p>A,M</p> <p>M,T</p>	<p>Observation of student notes and discussions during teach lead notes/discussions.</p> <p>Do now's demonstrating general knowledge about content.</p> <p>Class discussions/ feedback during the student loan activity.</p>	<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Students will complete note packet for content highlighting the different aspects of choosing a college.</p> <p>Identifying and discussing how a monthly budget works.</p> <p>Group discussions and reflections.</p> <p>Analyzing a credit card statement and offer.</p>

Stage 3 – Learning Plan

Pre-Assessment

Code	Students will complete a collaborative activity discussing the content from Personal Finance I in order to activate their prior learning.	
A,M		
A,M,T	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Various discussions when having a question of the day, notes, partner turn and talks, visual learning or group class discussion. (M)</p> <p>Guided note-taking guide (A)</p> <p>Real-world application projects may include:</p> <ul style="list-style-type: none"> • Reflecting on career goals (M) • Researching college websites with guided assignments to calculate student debt. (M,T) • Student loan videos and articles on the impact of student debt. (A) • Steps to filling out a FAFSA form and its importance. (M,T) • Compare credit card offers and statements (T) <p>Students reflect on their understanding by completing daily exit tickets or reflection of content. (T)</p>	<p>Progress Monitoring</p> <p>Do Now questions or brief discussions</p> <p>Monitor student notes during note taking</p> <p>Exit tickets with discussions</p> <p>Student project based assignments</p> <p>Various articles and worksheets monitoring</p> <p>Student reflection monitoring</p>

Unit 2: Credit, Credit Reports, Credit Scores

Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>
<p>CT Business and Finance Technology Content Standard 7:</p> <p>Maintain creditworthiness, borrow at favorable terms and managing debt.</p> <p>CT CCSS 11-12.RH.7:</p> <p>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>NBEA Personal Finance Standard VII:</p> <p>Analyze factors that affect the choice of credit, the cost of credit and legal aspect of credit.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> Analyze factors that affect the choice of credit, the cost of credit and the legal aspects of using credit. Explain credit ratings and credit reports and describe why they are important to consumers. Describe the relationship between credit rating and the cost of credit.
<i>Meaning</i>	
<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <p>Having access to credit will be beneficial throughout life when making a major purchase such as a house, car, personal loans etc.</p> <p>Credit scores can affect interest rates on loans in a positive or negative way.</p> <p>How your credit score/report is calculated (credit reporting agencies)</p> <p>The importance of reviewing your credit report at least once a year.</p> <p>Employers may have access to your credit report.</p>	<p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <p>Why do I need to have good credit?</p> <p>What are the consequences of not having good credit?</p> <p>How does my credit score affect my interest rates on loans?</p> <p>How will I know how if I am managing my credit effectively?</p> <p>How can I improve my credit score?</p> <p>What type of information is available to creditors?</p>

		<p>How is my credit history reported to the credit agencies?</p> <p>Should employers be able to check the credit history of someone who applies for a job?</p> <p>Who has the right to see my credit report?</p>
	<p><i>Students will know ...</i></p> <p>How to interpret credit scores and identify between poor and excellent credit.</p> <p>Strategies to improve credit scores.</p> <p>Procedures to dispute an error on a credit report.</p> <p>Experian, Transunion and Equifax are the three main credit reporting agencies in this country.</p>	<p>Acquisition</p> <p><i>Students will be skilled at...</i></p> <p>Analyzing a credit report and identifying positive and negative pieces of information on the report.</p> <p>Calculate the cost of owning a home and car based on different interest rates.</p> <p>Knowing what to do in case there is an error on a credit report.</p> <p>How a credit score is produced through the three credit reporting agencies.</p>

Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
A, M, T	<p>Guideline sheet for students to fill out while analyzing the credit report for the borrower as the lender.</p> <p>Discussion on feedback of student responses. Students would then be challenged to make another analysis on whether the person should or should not be approved for the loan.</p> <p>Examples of real-life loan approval letters to demonstrate what criteria used in evaluating loan applications.</p>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>GRASPS</p> <p>G- Students will play the role of someone trying to find a loan for a home and someone being the lender of the loan. The students will present a credit report to the lender and after analyzing the report, will receive feedback on whether or not they were approved for the loan and at what interest rate. Students will take a turn being the "lender" and "borrower".</p> <p>R- A person looking to obtain a home loan and a person who is the lender.</p> <p>A- Student to student</p> <p>S- See above goal.</p> <p>P- Students will give feedback to each other on whether or not the borrower was approved for the loan. Students will collaborate and discuss why they were or not approved for the loan.</p> <p>S- A successful result will be when students turn in the feedback with the loan approval or rejection with an explanation of why, along with the interest rates and loan amount that was approved. There will not be a set right or wrong answer but students must be able to support their decision with explanations that incorporate the relationship between credit history and interest rates.</p>

<p>A</p> <p>A,M</p> <p>M,T</p> <p>T</p>	<p>Observation of student notes and discussions during teach lead notes/discussions.</p> <p>Do now's demonstrating general knowledge about content.</p> <p>Class discussions</p> <p>Summative assessment</p>	<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Students will complete note packet for content dealing with credit reports and credit scores.</p> <p>Group discussions and reflections on how credit works.</p> <p>Analyzing a credit report individually before project.</p> <p>Unit test on credit, credit reports and scores.</p>
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Stage 3 – Learning Plan

Pre-Assessment

Code	
M	Students will complete a google form questionnaire about their current knowledge of how credit works, credit reports and credit scores.
A,M,T	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Various discussions when having a question of the day, notes, partner turn and talks, visual learning or group class discussion. (M)</p> <p>Real-world application projects include:</p> <ul style="list-style-type: none"> • Role-playing project on lenders and borrowers (M,T) • Students will read articles on the impact of credit, credit reports and scores (A) • Analyze credit reports and identify the impacts the report will have on your ability to borrow money. (M,T) • Calculating activity on the cost of credit. (M,T) • Students will receive feedback and understand their success level on content. (A,M) <p>Students reflect on their understanding by completing daily exit tickets or reflection of content. (T)</p> <p>Summative assessments (T)</p>
	<p>Progress Monitoring</p> <p>Do Now questions or brief discussions</p> <p>Monitor student notes during note taking</p> <p>Exit tickets with discussions</p> <p>Student project based assignment (s)</p> <p>Various articles and worksheets monitoring</p> <p>Student reflection monitoring</p> <p>Test and Quiz results</p>

Unit 3: Consumer Decision Making, Identity Theft, Fraud

Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>
<p>NBEA Personal Finance Standard V: Apply a decision-making model to maximize consumer satisfaction when buying goods and services.</p> <p>CT Business and Finance Technology Content Standard 5: Use a rational decision-making process to evaluate factors involved in buying decisions to optimize consumer satisfaction. Investigate current types of consumer fraud, including online scams.</p> <p>Describe consumer rights, responsibilities, and remedies, give examples of each.</p> <p>Explain how a consumer can identify and report fraudulent behavior and practices observed on the Internet.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> ● Apply the buying cycle process model to maximize consumer satisfaction when buying goods and services. ● Compare the costs and benefits of purchasing, leasing and renting. ● Use reliable consumer resources to collect information for making buying decisions about durable and nondurable goods. ● Investigate current types of consumer fraud, including online scams. Describe consumer rights, responsibilities, and remedies, give examples of each.
	<i>Meaning</i>
<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>Housing, transportation and food are the three biggest expenses we will be paying for throughout life.</p> <p>There is a planned buying process for every purchase made.</p> <p>The difference between consumable goods and durable goods.</p> <p>As educated consumers we have options when buying an item..</p> <p>Calculating cost per use of an item will help determine the value of a purchase.</p>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <p>What are the biggest expenditures most people will be paying for throughout life?</p> <p>What should I consider when making a large purchase?</p> <p>What is the difference between consumable and durable goods?</p> <p>How do I find the different options I have when purchasing an item?</p> <p>How do I determine if a purchase was worth the price paid?</p>

<p>11-12.RH.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p>	<p>Protection from fraud and identity theft plays a major role in personal finance.</p>	<p>What is an example of fraud?</p> <p>How many people do you think have had their identity stolen?</p>
	<p><i>Students will know...</i></p> <p>Applying the planned buying process when making a purchase helps enhance customer satisfaction.</p> <p>There are major differences between renting an apartment and owning a home. There is also differences in leasing and owning a car. Students will be able to identify these differences through various project based assignments.</p> <p>There are different factors that dictate when making a purchase is optimal. For instance, when buying a product there might be a better time of year than another time a year when the product might be cheaper.</p> <p>Fraud can impact people financially and there are many steps that can be taken to help prevent fraud/identity theft.</p>	<p>Acquisition</p> <p><i>Students will be skilled at...</i></p> <p>Identifying the strategies when making a purchase.</p> <p>Applying the planned buying process when making a purchase.</p> <p>Identifying the difference between renting, leasing and owning.</p> <p>Different ways to make purchases.</p> <p>Understand the different types of fraud that exists and the steps we can take to limit fraud.</p>

Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
A, M, T	Teacher created rubric. Students will be graded on applying the concepts of the planned buying cycle process.	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>GRASPS</p> <p>G-Students will be a consumer for a given product. The products will range from flat screen televisions to a new car. Students will work with a partner to go through all of the planned buying cycle steps if they were to make this purchase. Students will analyze the different steps and after completion of each step, students will be more satisfied with their purchase.</p> <p>R- Consumer</p> <p>A-Student to student since the students are not really making a purchase.</p> <p>S- Students need to understand as consumers there is a thought process when making each purchase. We have to constantly prioritize what we are buying, conduct research, see if we can afford it and then make the purchase. By completing these steps, we are more likely to be happy with our purchase. As consumers we make purchases daily and this skill is important when it comes to future finances.</p> <p>P- Students will present their analysis by using the guidelines in google classroom. Students will be able to give a feedback on the different strategies they used when considering the purchase of the product. Each step in the buying process will break down their thought processes when making the purchase.</p> <p>S- Presentation on the purchase they made along with rationale with breakdown of the planned buying process.</p>

<p>A,M</p> <p>M,</p> <p>M,T</p> <p>T</p>	<p>Observation of student notes and discussions during teach lead notes/discussions.</p> <p>Do now's demonstrating general knowledge about content on consumer spending</p> <p>Class discussions</p> <p>Summative assessment</p>	<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by ...</i></p> <p>Students will complete note packet for content on being a smart consumer spender and major expenditures.</p> <p>Group discussions and reflections on consumer spending</p> <p>Analyzing the planned buying process</p> <p>Unit test on consumer spending.</p>
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Stage 3 – Learning Plan

Pre-Assessment

Code		
M	Students will complete a google form questionnaire about their current knowledge of consumer spending decision making, identity theft and fraud.	
A,M,T	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Various discussions when having a question of the day, notes, partner turn and talks, visual learning or group class discussion. (A,M)</p> <p>Guided note-taking guide (A)</p> <p>Real-world application projects may include:</p> <ul style="list-style-type: none"> ● Researching a product activity (T) ● Navigate reputable websites such as Consumer Reports to understand how to conduct research on a product. (M,T) ● Blind taste test for name brand and store brand products. (M,T) ● Analyze real world identity theft/fraud cases and identify that are the impacts and ways to prevent or report fraud. (T) ● Watch movie that highlights identity theft with questions that highlight a real-life identity theft case. (A,M) ● Students will receive feedback and understand their success level of content. (M) <p>Students reflect on their understanding by completing daily exit tickets or reflection of content. (M)</p> <p>Summative assessments. (T)</p>	<p>Progress Monitoring</p> <p>Do Now questions or brief discussions</p> <p>Monitor student notes during note taking</p> <p>Exit tickets with discussions</p> <p>Student project based assignment (s)</p> <p>Various articles and worksheets monitoring</p> <p>Student reflection monitoring</p> <p>Test and Quiz results</p>

Unit 4: Investing

Stage 1 Desired Results

ESTABLISHED GOALS		Transfer
CT Business and Finance Technology Content Standard 4: Implement a diversified investment strategy that is compatible with personal goals. 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 refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10). 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 an understanding of the subject under investigation.		<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none">● Apply criteria for choosing a savings or investment instrument (e.g., market risk, inflation risk, interest rate risk, liquidity and minimum amount needed for investment).● Explain how and why the stock market works. Differentiate between interest, dividends and capital gains.● Explain the role of saving and investing in creating a financial plan. Calculate and apply the Rule of 72.● Contrast the impact of simple interest vs. compounding interest.● Develop financial goals for the future based on one's lifestyle expectations and career choices.
		<i>Meaning</i>
UNDERSTANDINGS <i>Students will understand that...</i> Investing helps grow money for retirement. The importance of investing earlier in life. There are different investing tools to use when building a portfolio. The importance of conducting a risk assessment at different stages of our lives.	ESSENTIAL QUESTIONS <i>Students will keep considering...</i> Is investing something you plan to do? Why or why not? What are different ways to invest money? When do you think I should start investing? When should I start planning for retirement? What is risk tolerance? What is compounding interest? <i>How does the stock market work?</i>	

	Students will know...	Acquisition Students will be skilled at...
<p>CC.9-12.F.1F.4 For a function that models a relationship between two quantities, interpret key features of the graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship.</p> <p>Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.</p> <p>CC.9-12.A.CED.1: Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</p> <p>CC.9-12.F.1F.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.</p>	<p>The different ways to invest their money. (Stocks, Bonds, Mutual Funds, Index Funds, Real-Estate, Speculative Investments).</p> <p>Everyone needs to assess their own risk tolerance before investing.</p> <p>The earlier you invest, the more money you will have when you retire.</p> <p>Everyone has a different risk tolerance when investing their money.</p> <p>How to analyze a stock graph and make predictions on the performance of the stock in the future.</p> <p>The concepts demonstrated by applying the rule of 72.</p>	<p>Analyzing a stock and predict if the stock will increase or decrease in value.</p> <p>Identifying their risk tolerance when investing based on their personality (risk tolerance questionnaire/investing sim game).</p> <p>Choosing the best investment strategy that matches their risk tolerance.</p> <p>Calculating compounding interest and the rule of 72.</p>

Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
A, M, T	Teacher created rubrics for the stock pitch and criteria for the slideshow and peer assessment during presentation.	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>GRASPS</p> <p>G- Students will be making a stock pitch to an investment bank. Students will work with a partner and choose a stock that is legally traded in the New York Stock Exchange. Students will analyze this stock and use a number of factors to decide if they would pitch this stock as a "buy" or "sell" proposition.</p> <p>R- The employee pitching the stock to the investment bank.</p> <p>A- Teacher role playing as an Investment bank.</p> <p>S- Presentation explaining the the investment banker if the bank should buy shares of the stock or sell shares. Students will choose a company on the NYSE and after tracking the stock for two weeks to decide if they want to take a buy or sell position on the stock. Once students decide on their position, they will target a price they believe the stock would be trading at over the course of the next month. Students will have to describe the company, compare the company to other companies traded in the stock market and use news articles and graphs to analyze their position on the stock.</p> <p>P- Students will produce a stock pitch portfolio in google slides. The slideshow will follow the rubric and will be accurate with no misrepresentation or false claims regarding the future performance of the stock. Teacher will provide an exemplar of what exactly should be in the stock pitch.</p> <p>S- A successful result will be a presentation with all criteria met from the rubric. Students will give a fundamentally sound stock pitch as if they were in front of a panel of investment bankers.</p>

			OTHER EVIDENCE:
A	Videos and calculators with teacher led examples.	Students will show they have achieved Stage 1 goals by...	
A	Observations of student notes and discussions during teacher led notes.	Calculating compounding interest and Rule of 72	
M	Feedback on students assignments- most assignments in google classroom.	Student completed note packet for investing	
M, T	Class discussion	Small group and individual assignments	
T	Summative assessment	Class discussions and individual reflections	
		Unit test on investing	

Stage 3 – Learning Plan

Pre-Assessment

Code	M	
	Students will complete a google form questionnaire about their current knowledge of investing.	
A,M,T	<p>Summary of Key Learning Events and Instruction</p> <p>Various discussions when having a question of the day, notes, partner turn and talks, visual learning or group class discussion. (A,M)</p> <p>Guided note-taking (A)</p> <p>Real-world application projects may include:</p> <ul style="list-style-type: none"> Investing videos highlighting the importance of understanding how compounding interest works. (A) Stock Market Video/movie. (A) Analyzing the different types of investing google slideshow project. (M,T) Risk tolerance questionnaire to assess individual risk tolerance. (M,T) Analyzing the different sectors of the stock market. (T) Researching various stocks and diversity stock portfolio (The Stock Market Game). (MT) Stock Market “Pitch” Project presentation (google slideshow). (T) Students will receive feedback and understand their success level of content along the way. (A) <p>Students reflect on their understanding by completing daily exit tickets or reflection of content. (M)</p> <p>Summative assessments. (T)</p>	<p>Progress Monitoring</p> <p>Do Now questions or brief discussions</p> <p>Monitor student notes during note taking</p> <p>Exit tickets with discussions</p> <p>Student project based assignment (s)</p> <p>Various articles and worksheet monitoring</p> <p>Student reflection monitoring</p> <p>Test and Quiz results</p>

Unit 5: Taxes

Stage 1 Desired Results

ESTABLISHED GOALS CT Business and Finance Technology Content Standard 2:	Transfer
<p>Identify various forms of income and analyze factors that affect income as a part of the career decision-making process.</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. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</p> <p>CC.9-12.A.REI.1 Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution.</p> <p>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.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> Students will be able to identify the purpose of taxes and if it is better to be apart of the tax community or not. Students will be able to differentiate between the types of taxes that exist. Explain the effect on take-home pay of changing allowances claimed on an "Employees' Withholding Allowance Certificate" (IRS Form W-4). Complete a 1040EZ form to file their tax returns. Analyze and prepare a federal and state income tax return. Explain where income taxes are collected from and how they provide revenue for public expenses. Describe how the progressive tax code, current tax brackets, and different taxes between states lead to individuals paying varying amounts of taxes.
	Meaning
<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>Taxes provide revenue to our federal, state and local governments.</p> <p>Our country has a progressive tax system calculated through tax brackets and the more money we make the more tax we pay.</p> <p>When we are employed, we need to fill out a W-4 form which will withholding a certain amount of money per pack check. We may or may not receive a tax refund each year.</p> <p>There are certain tax forms that need to bill</p>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <p>Why do we pay taxes?</p> <p>What are my tax dollars paying for?</p> <p>What documents do I need when filing my income taxes?</p> <p>What type of tax system does the United States have?</p> <p>How does my employer know how much tax to deduct from my paycheck?</p>

	<p>filed for our income taxes each year. 1040EZ is the simplest form.</p>	
	<p>Students will know...</p> <p>A W-4 form which determines how much of our pay is withheld for federal income tax.</p> <p>A W-2 form goes hand in hand with a 1040EZ form which has to be filled out from the previous work year.</p> <p>There are mathematically equations to calculate the exact amount of money taken out of our paychecks both federally and statewide.</p> <p>There are different types of taxes that bring in revenue that help citizens as we are all part of a community and not an individual.</p>	<p>Acquisition</p> <p><i>Students will be skilled at...</i></p> <p>Identifying what a W-4 form is. Employees completing the form for withholding allowances when employed.</p> <p>Analyzing a W-2 form in order to complete a 1040EZ form to calculate income tax return.</p> <p>Federal and state tax bracket calculations.</p> <p>Identifying the different types of taxes that bring in revenue to the federal, state and local governments.</p>

Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
T	Teacher created guideline sheet along with an “answer key” to help students check their calculations correctly.	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>GRASPS G- Students will identify various tax forms and go through the processes of interpreting each form. R- An employee A- Employers, Government S- Students will have to fill out multiple tax forms when becoming an employee. Students will be given a scenario for an employee. Students will have to fill out a W-4 for withholdings, and a 1040 form to file their income taxes. Students will also have to analyze their W-2 form highlighting their previous years income. These forms are essential to following our tax system in our country. Students will be able to assess their potential tax refund along with identifying their federal withholding. P- A complete and accurate W-4 and 1040 income tax form. S- These tax forms must be realistic and correct based on the given scenario. Students will answer a reflection question based on their understanding of how our tax system works.</p>

<p>A</p> <p>A,M</p> <p>T</p> <p>A,M</p> <p>A,M</p> <p>T</p>	<p>Students will complete note packet for content dealing with taxes.</p> <p>Group discussions/ class discussions</p> <p>Small group and individual projects and assignments</p> <p>Do Now's/exit tickets</p> <p>Observation of student feedback in small groups and completion of student assignments in google classroom.</p> <p>Summative assessment</p>	<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Students will complete note packet for content dealing with taxes.</p> <p>Group discussions and reflections on how taxes work.</p> <p>Analyzing different tax forms and their importance.</p> <p>Unit test on the basics of taxes and income taxes.</p>

Stage 3 – Learning Plan

Pre-Assessment

Code	Pre-Assessment	
M	Students will complete a google form questionnaire about their current knowledge of how taxes work.	
A,M,T	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Various discussions when having a question of the day, notes, partner turn and talks, visual learning or group class discussion. (M,A)</p> <p>Guided note-taking (A)</p> <p>Real-world application projects may include:</p> <ul style="list-style-type: none"> • Videos describing how taxes work. (A) • Google slideshow activity on highlighting the different types of taxes. (A) • Filling out a W-4 Form and using the withholding chart to identify withholdings. (M,T) • Analyzing a W-2 Form (M,T) • Filling out a 1040 EZ form (M,T) • Activity on calculating tax brackets and understand our progressive tax system. (T) <p>Students reflect on their understanding by completing daily exit tickets or reflection of content. (M)</p> <p>Summative assessments. (T)</p>	<p>Progress Monitoring</p> <p>Do Now questions or brief discussions</p> <p>Monitor student notes during note taking</p> <p>Exit tickets with discussions</p> <p>Student project based assignment (s)</p> <p>Various articles and worksheets monitoring</p> <p>Student reflection monitoring</p> <p>Test and Quiz results</p>

Unit 6: Insurance

Stage 1 Desired Results

ESTABLISHED GOALS		Transfer
CT Business and Finance Technology Content Standard 8: Analyze choices available to consumers for protection against risk and financial loss. Identify risk in life and how to gain protection against the consequences of risk. Identify the type of insurance associated with different types of risk (e.g., automobile, personal and professional liability, home and apartment, health, life, long-term care and disability). Explain why insurance needs change throughout the life cycle. Develop recommended insurance coverage for individuals/families for various risks and different income levels.		<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> Identify risks and protection strategies associated with various types of insurance.. Illustrate how everyone risks financial loss and how insurance shares that risk. Discuss factors that impact insurance premiums and the relationship between premiums and out-of-pocket expenses.
Meaning		
UNDERSTANDINGS <i>Students will understand that...</i> There are risks on a daily basis that we need coverage for. Insurance is protecting us against risk. Insurance can be provided by the employer, government or individually. There is a process when filing an insurance claim.	ESSENTIAL QUESTIONS <i>Students will keep considering...</i> What risks do you take in an average day? How does insurance work? Why do we need insurance? What are the effects of not having insurance? When I visit the doctor, why does the amount I pay vary?	

<p>11-12.RH.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>NBEA Personal Finance Standard VII: Analyze choices available to consumers for protection against risk and financial loss.</p>	<p><i>Students will know...</i></p> <p>There are different types of insurance that exist. Some insurances we have to have and some we do not.</p> <p>When we acquire insurance, there are different costs that come with the insurance plan.</p> <p>There is a process when a person wants to use their insurance. They have to put a claim in and potentially pay a dollar amount.</p> <p>Comparing insurance plan will help identify which plan would be best if a person had a choice in a plan.</p>	<p>Acquisition</p> <p><i>Students will be skilled at...</i></p> <p>Identifying different types of insurance that exist and its importance to them when they grow up.</p> <p>Identify the difference between co pay, co-insurance, deductibles, and premiums.</p> <p>Identifying how to submit a claim when a person wants to use their insurance.</p> <p>Evaluate insurance plans to determine which plan would be best for different situations.</p>
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Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
M, T	<p>Teacher created guidelines along with “answer key” to help students check their answers to see if they selected the optimal insurance.</p> <p>Discussion on feedback on student responses. Students would then be challenged to make another analysis on selecting a different insurance plan.</p>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>GRASPS</p> <p>G-Students will find the most practical insurance for a given scenario.</p> <p>R- Person looking for an insurance plan</p> <p>A- Person trying to learn how to choose an insurance plan.</p> <p>S- Students will be given an accident/event that happens where insurance would be needed. Students will be highlighting the type of insurance they would need to obtain relating to an event that is given to them. Students will be specifying what they would be looking for in the insurance policy for the insurance needed.</p> <p>P- Students will complete a google slideshow highlighting the type of insurance along with the specific details in the policy they would be looking for along with reasons why. (type of policy, co-pays, co-insurance, premium)</p> <p>S-Students will analyze the slideshow highlighting the insurance as a class. Each student will fill out a peer evaluation form where students would write what they would look for in the same plan. There will be a right or wrong answer to the best insurance policy. Students will check their answers with the answer key and explanations.</p>

<p>A</p> <p>M.T</p> <p>A,M</p> <p>M</p> <p>T</p>	<p>Students will complete note packet for content dealing with insurance.</p> <p>Group discussions/ class discussions</p> <p>Small group and individual projects and assignments</p> <p>Do Now's/exit tickets</p> <p>Observation of student feedback in small groups and completion of student assignments in google classroom.</p> <p>Summative assessment</p>	<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Students will complete note packet for the different types of insurance.</p> <p>Group discussions and reflections on how insurance works.</p> <p>Analyzing different types of insurance. (scenarios)</p> <p>Unit test on insurance.</p>

Stage 3 – Learning Plan

Pre-Assessment

Code	Pre-Assessment	
M	Students will complete a google form questionnaire about their current knowledge of how insurance works.	
A,M,T	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Various discussions when having a question of the day, notes, partner turn and talks, visual learning or group class discussion. (A,M)</p> <p>Guided note-taking (A)</p> <p>Real-world application projects may include:</p> <ul style="list-style-type: none"> • Game with dice or cards depicting risk for property insurance. (Hurricane, homeowners insurance) (A,M) • Life insurance video and questionnaire. (A) • Which Insurance is tied to a given situation match game. (T) • Home, health, auto insurance case studies- Teacher will prompt students to read scenarios for a given situation and students will have to highlight which insurance is used along with a break down of the premiums, co-insurances and out of pocket expenses. (T) <p>Students reflect on their understanding by completing daily exit tickets or reflection of content. (M)</p> <p>Summative assessments. (T)</p>	<p>Progress Monitoring</p> <p>Do Now questions or brief discussions</p> <p>Monitor student notes during note taking</p> <p>Exit tickets with discussions</p> <p>Student project based assignment (s)</p> <p>Various articles and worksheets monitoring</p> <p>Student reflection monitoring</p> <p>Test and Quiz results</p>