

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Personal Finance 1

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New Milford Board of Education

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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 1

Grades 10-12

Personal Finance is a semester course offered at New Milford High School for ½ a credit. Successful completion of this course is a requirement of graduation for all students. It is open to 10th-12th grade students. The class incorporates interdisciplinary concepts such as math and writing within the framework of 21st century project based experiences in personal finance. The use of technology is emphasized throughout the course. Group work, discussion, project based activities, internet resources and simulation videos/games will be used to authenticate the learning process. Topics include financial decision making, college and career research, spending plans, banking and credit.

Pacing Guide

Unit 1- Financial Decision Making

Pacing 3-4 weeks or 6-8 classes

Unit 2- College and Career Research

Pacing 4-5 weeks or 10-12 classes

Unit 3- Payroll Deductions and Spending Plan

Pacing 6-7 weeks or 14-16 classes

Unit 4- Basics of Credit

Pacing 4-5 Weeks or 10-12 classes

Unit 5- Banking and Financial Institutions

Pacing 3-4 Weeks or 6-8 classes

Unit 1: Financial Decision Making

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <p>NBEA Personal Finance Standard I: Personal skills, abilities and aptitudes: Assess and analyze personal talents, values, and interests as they may relate to a future career, based on the completion of standardized career interest and personality indicator assessments.</p> <p>CT Business and Finance Technology Content Standard 1: Apply opportunity costs and tradeoffs to personal decision making.</p> <p>CT Business and Finance Technology Content Standard 1: Apply the decision-making process to various types of decisions at different stages of the life cycle</p> <p>CC.9-12.N.Q.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret</p>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> Identify how needs, wants, and values play a role in financial decision making. Apply trade-offs and opportunity costs to make financial decisions. Describe the importance of financial well-being in our lives by identifying and explaining the five well-being domains. Construct a SMART goal that includes both short and long term financial goals. 	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>Needs and wants play an important role in our financial decision making.</p> <p>Things that we value are things that we tend to spend our money on all throughout life.</p> <p>Setting financial goals is an integral part of financial planning and it has a major impact on our well-being.</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>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <p>Are wants and needs the same for everyone?</p> <p>How do my personal values influence my financial decisions?</p> <p>Who or what has the greatest impact on my own decision making?</p> <p>What strategies do successful people use to achieve their goals?</p> <p>What types of important events in my life should I be setting goals for?</p>

units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. CC. 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.	Acquisition	
	<i>Students will know...</i> The difference between wants and needs. The different factors that influence financial decisions. How to identify the well-being domains and how each domain has an impact in our lives. How to construct both short term and long term SMART goals.	<i>Students will be skilled at...</i> Identifying their own wants and needs and explaining how they affect their finances. Identifying their own personal values and explaining how their values affect their finances. Evaluating the activities they participate in and examining how these activities impact their well-being. Analyzing their own short term and long term goals to identify a pathway for their future.

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
A,M,T	<p>Students will use an organized google slideshow to create a vision/dream board.</p> <p>Students will follow a teacher created rubric/ guidelines document.</p>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>GRASPS</p> <p>G - Students will be able to apply strategies to envision their future goals and articulate them in the form of a vision/dream board.</p> <p>R- High school students creating goals for their own future.</p> <p>A-Student is the audience because they are trying to analyze their interests and goals to set a path for their own future.</p> <p>S- As students learn about how needs, wants, goals and values affect their finances and well-being in life, students create the dream board to visually see their goals. When people visualize their goals, the goals are more likely to come true. Students then analyze their dream board / vision board and elaborate and explain the goals that they have.</p> <p>P-The dream board is a google document or slideshow filled with images of what the students want to achieve in their lives. The dream board will have various short-term goals and long-term goals for their future. Students will also have to write a completed Financial SMART goal. These are all of the components of the unit that the students will break down from the dream board.</p> <p>S- Students will follow the guidelines of the dream board to include major life events that they want to achieve. Students will reflect on their findings and be able to explain why they want to achieve the many aspects on their dream board.</p>

<p>A,M</p> <p>A,M</p> <p>M,T</p> <p>T</p>	<p>Observation of student notes and discussions during teaching led notes/discussions. Pear deck incorporated in the slideshow.</p> <p>Do now activities demonstrate general knowledge about content from the previous class.</p> <p>Class discussions/ feedback during the creation of SMART goals, dreamboard and daily activities.</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 a notetaking guide for content highlighting financial decision making, well-being and goal setting.</p> <p>Identifying and discussing how financial decisions are impacted.</p> <p>Group discussions and reflections along with google documents asking students to think about their needs, wants, values and well being.</p> <p>Analyzing the dream board (google slideshow) and identifying different types of goals on their board.</p> <p>Unit test.</p>
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Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
A,M	Students will complete a google form answering questions about the unit to tap into prior knowledge. This will lead to a discussion about the content before we begin the lessons.	
A,M,T	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Teacher facilitates discussions when having a question of the day, notes, pear deck, visual learning (videos) or group class discussion. (A,M)</p> <p>Teacher provided note-taking guides. (A)</p> <p>Students reflect on their understanding by completing daily exit tickets or reflection of content. (T)</p> <p>Real-world application projects may include:</p> <ul style="list-style-type: none"> ● Reflecting on your own personal values and goals. (M) ● Identifying future goals (dream board) with analyzing the goals on the dream board to identify pathways for the future. (M,T) ● Videos and articles on financial decision making. (A) ● Identifying activities in our lives that impact our well-being. (M,T) <p>Recommended Resources may include: Personal Values Link Importance of Personal Finance Course in HS</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 assignments.</p> <p>Various videos and worksheets monitoring.</p> <p>Student reflection monitoring.</p> <p>Test and Quiz results.</p>

Unit 2: College, Careers and Student Loan Debt

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <p>CT Business and Finance Technology Content Standard 2:</p> <p>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 problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p> <p>NBEA Personal Finance Standard II:</p> <p>Career resources and related information: Evaluate several occupational interests, based on various criteria (e.g., educational requirements, starting salaries, and career ladder opportunities).</p>	<p><i>Transfer</i></p> <p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Create a plan to prioritize three potential occupations based upon the results of a career assessment. • Analyze qualifications, salaries and education linked to career goals. • Identify and implement different strategies for choosing a college and paying for college. • Calculate projected student loan debt for college choice. 	
	<p><i>Meaning</i></p>	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <p>Learning about our own interests directly relates to our future career choice.</p> <p>Researching careers is an important skill to help understand what is involved in certain careers.</p> <p>Choosing a college and a career can impact our well-being in many different ways.</p> <p>Calculating student loan debt will give a precise monthly payment upon graduation and will have a major effect in our finances throughout life.</p>	<p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <p>How can I go about learning more about my interests?</p> <p>How do I learn what college or career will fit my interests?</p> <p>How can choosing a career or college affect my well-being?</p> <p>What is the process involved for choosing a college?</p> <p>Why does student debt cost the borrower more money than borrowed?</p>

<p>Career resources and related information: Use available resources for projecting career opportunities and trends.</p>		
<p>NBEA Personal Finance Standard IV: Self-assessment and career research: Apply personal career goals, skills, interests, and values to selection and confirmation of appropriate career and job choices.</p> <p>Self-assessment and career research: Identify personal abilities, interests, values, and related educational/training and experience that match the employer requirements of the identified job target.</p> <p>Short and Long-term career goals: Apply skills developed in academic and technical programs to career goals.</p> <p>Short and Long-term career goals: Determine how educational achievement impacts one's choice of a college major, further training, and/or entry into the job market.</p>	Acquisition	
	<p><i>Students will know...</i></p> <p>Our interests should match our career choice, we want to find a career that we will enjoy.</p> <p>There is a process involved when choosing a college and career and many resources involved to help with the process.</p> <p>It is important to understand how much money we will be making when we choose a career.</p> <p>Our monthly income must be sufficient to support many expenses and our desired lifestyle.</p> <p>Student loan debt can be a significant future expense that must be considered when choosing a college and career.</p> <p>Calculating student loan debt is essential when exploring options for post secondary education.</p>	<p><i>Students will be skilled at...</i></p> <p>Assessing their own talents, personality traits and interests.</p> <p>Identifying potential careers that match their interests using reliable resources to learn about what the career entails.</p> <p>Identifying the process for applying for college and analyzing the various forms relating to attending college.</p> <p>Using reliable resources to learn about the different aspects of the college to help identify a college that may be a good choice for them.</p> <p>Being able to estimate projected student loan debt by using a student loan calculator.</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>Examples of real-life loan calculations in how to properly insert proper information when calculating projected student loan debt.</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</p> <p>G - Students will compare three different colleges or post secondary options after high school to match their interests.</p> <p>R-High school student exploring post secondary education options.</p> <p>A-Student to other classmates.</p> <p>S- Students will explore different pathways after high school that match their interests. There are many different options that students can explore. The research will be conducted through official websites that have factual information about each pathway. Pathways that will be explored will include private and public colleges, trade-schools, and military options.</p> <p>P-Students will complete a google slideshow explaining their post secondary options that includes factors such as costs, location, program of studies, etc. This slideshow will be shared with classmates so students can compare the different options as well as determining factors that students took into consideration as they completed this activity.</p> <p>S- Students will reflect on their findings with students in the class. Students will discuss and learn from each other about the options of other students' post-secondary plans if it was something they did not specifically explore.</p>

A	Observation of student notes and discussions during teaching lead notes/discussions. Pear deck incorporated in the slideshow.	OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i>
A,M	Do now activities demonstrate general knowledge about content from the previous class.	Students will complete a notetaking guide for content highlighting career research, college research and paying for college.
M,T	Activities based on the information learned.	Identifying and discussing how interests should match a career to pursue.
T	Summative assessment.	Group discussions and reflections along with google documents asking students to research careers, colleges and calculation of student loan debt. Analyzing the research from career and college choices to help narrow down the career and college they want to attend. Unit test.

Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
M	Students will complete a questionnaire assessment (google form and personality test) to learn more about their personality, interests and plans for their future (college/career)	
A,M,T	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Teacher facilitates class discussions via a question of the day, notes, pear deck, visual learning (videos) or group class discussion. (A,M)</p> <p>Teacher provided note-taking guides. (A)</p> <p>Students reflect on their understanding by completing daily exit tickets or reflection of content. (T)</p> <p>Real-world application projects may include:</p> <ul style="list-style-type: none"> • Reflections of personal interests through a personality test. (M) • Identifying future career (career exploration project) (M,T) • Identifying future college choices (college research project) • Videos and articles on applying, choosing, and paying for college.(A) • Student loan projection project.(M,T) <p>Recommended Resources may include:</p> <ul style="list-style-type: none"> • Personality Test- 16 Personalities • Personality Test- Humanmetrics • Career Research Link • Student Loan Calculator 	<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 videos and worksheets monitoring.</p> <p>Student reflection monitoring.</p> <p>Test and Quiz results.</p>

	Summative assessments. (T)	
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Unit 3: Payroll Deductions and Spending Plan

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <p>NBEA Personal Finance Standard II: Earning and Reporting Income: Compare and contrast compensation packages that include varying levels of wages and benefits.</p> <p>NBEA Personal Finance Standard III: Managing Finances and Budgeting: Compare a personal spending plan with typical consumer spending as a tool for determining individual financial goals</p> <p>CT Business and Finance Technology Content Standard 3: Construct and use a personal budget plan and evaluate it according to short- and long-term goals. Illustrate how income and spending patterns change throughout the life cycle for the typical person and family.</p>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> Identify and explain the different aspects of earning paycheck and the different payroll deductions that exist. Calculate typical payroll deductions. Calculate net pay. Allocate net pay into expense categories in a spending plan. Create a balanced spending plan. Identify and explain the difference between a statement of financial position, income and expense statement, and spending plan. Identify and explain the major life expenses that exist throughout life. 	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <p>When earning a paycheck, there are deductions taken out before our take home pay.</p> <p>Deductions such as Medicare and Social Security will have an impact on us later in life.</p> <p>Many healthy money habits are formed when people are young.</p> <p>Income and spending patterns change throughout the lifecycle for a typical person and family.</p>	<p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <p>When I earn a paycheck, is there anything deducted before the amount I take home?</p> <p>Are all deductions the same for everyone?</p> <p>Do deductions help us later in life?</p> <p>Who needs to have a spending plan/budget?</p> <p>At what age should I start to budget my money?</p> <p>What are the biggest items I will be paying for throughout my life?</p>

<p>CC.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.</p> <p>CC.11-12.SL.4 Present information, 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.</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.IF.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>Creating a budget is an important skill that will help fulfil their life by helping with financial security.</p> <p>Financial decisions are made based on a person's goals and values.</p>	<p>How will setting up financial goals help me maintain control over my finances?</p> <p>How do I actually create a spending plan/budget?</p>
Acquisition		
	<p><i>Students will know...</i></p> <p>The difference between “gross pay” and “net pay”.</p> <p>All employers are required to take certain deductions from their employees’ paychecks.</p> <p>There are mandatory and voluntary deductions that exist.</p> <p>A budget is a plan for how to use one’s money.</p> <p>The difference between fixed and variable expenses.</p> <p>The major expenses that one will encounter in life (housing, transportation, food).</p> <p>The recommended percentages of income that should be allocated to saving and other major expenses in a spending plan.</p>	<p><i>Students will be skilled at...</i></p> <p>Identifying different income and payroll deductions and that will be deducted from their paychecks.</p> <p>Calculating payroll deductions.</p> <p>Keeping track of income and expenses.</p> <p>Differentiating between fixed and variable expenses.</p> <p>Preparing a personal financial statement and income and expense statement based on their future income.</p> <p>Calculating the proper percentages of income for major expenditures as well as saving and investing.</p> <p>Constructing and analyzing a personal spending plan.</p>

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
A,M,T	<p>Teacher created rubrics. Students will be graded on applying the different concepts of the “25 year old Spending Plan Project”.</p> <ul style="list-style-type: none"> - This activity will be chunked and students will be able to work on it in different segments in class. (researching apartment, automobile and finding food costs) 	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>GRASPS</p> <p>G- Students will be creating and analyzing their own budget. This will be a futuristic one month budget, the student will create as if they were 25 years old.</p> <p>R- Students analyzing their future finances.</p> <p>A- Students to themselves because this is based on their future.</p> <p>S- Students have an income based on their career that they want to pursue in the future. This income will be used to calculate deductions from the income as well as the different expenses the student will project will be in their life.</p> <p>P- Students will create a “25- year old spending plan” which is a finalized monthly budget of their life at the age of 25. Students are using the income from the career they want to pursue. Students will calculate deductions and include an estimate of the expenses that will exist in their life at the age of 25. Students will include major expenses of housing, transportation and food. This will be a google sheet and will need to be balanced out for the month. The second part of this project is a google slideshow representing all aspects of their life when the student is 25. Aspects will include their income, where they want to live, apartment, automobile they will be driving, types of foods they would be buying and hobbies and interests that they value.</p> <p>S- Presentation and spending plan must accurately address the elements outlined in the project description.</p>

A,M	Observation of student notes and discussions during teacher led notes/discussions.	OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i> Students will complete a note packet for content on “getting paid”, payroll deductions and budget/spending plan.
M,	Activities demonstrate general knowledge about content on consumer spending.	Group discussion and reflections on deductions and spending plan.
M,T	Class discussions.	Analyzing different payroll deductions and what the deductions represent.
T	Summative assessment.	Analyzing the different aspects of the statement of financial position, income and expenses. Unit test on deductions and spending plan.

Stage 3 – Learning Plan

Code	Pre-Assessment	
M	Students will complete a note-guide that will ask students to demonstrate their current knowledge of the different aspects of deductions and spending plan.	
A,M,T	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Teacher facilitates discussions when having a question of the day, notes, pear deck, visual learning (videos) or group class discussion. (A,M)</p> <p>Teacher provided note-taking guides. (A)</p> <p>Real-world application projects may include:</p> <ul style="list-style-type: none"> • Calculating deductions spreadsheet (google sheets with calculator) (T) • Navigate websites and resources to better understand deductions and spending plans.(Budgeting apps, videos, calculators). (M,T) • Analyzation of spending plans to balance the budget/spending plan.(M,T) • Creation of the “25- year old Spending Plan Project”. (A,M) • Students will receive feedback and understand their success level of content. (M) <p>Recommended Resources may include: Paycheck Deductions Calculator Berkeley Spending Plan The Balance Monthly Spending Plan Article</p>	<p>Progress Monitoring</p> <p>Do Now questions or brief discussions.</p> <p>Monitor student notes during note taking.</p> <p>Google sheets for deductions and spending plans.</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>

	Financing an Automobile Calculator Food Shopping Zillow Realtor Apartments Students reflect on their understanding by completing daily exit tickets or reflection of content. (M) Summative assessments. (T)	
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Unit 4: Basics of Credit

Stage 1 Desired Results		
ESTABLISHED GOALS CT Business and Finance Technology Content Standard 7: Explain how the amount of principal, the period of the loan and the interest rate affect the amount of interest charged. Analyze credit card features and their impact on personal financial planning. NBEA Personal Finance Standard VII: Using Credit Compare and contrast the various aspects of credit cards (e.g. annual percentage rate,	<i>Transfer</i>	
	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> Identify and explain how the credit process works. Identify and explain the advantages and disadvantages of obtaining and using a credit card. Analyze a credit card offer. Analyze factors that affect the choice of credit, the cost of credit and the legal aspects of using credit. 	
	<i>Meaning</i>	
	UNDERSTANDINGS <i>Students will understand that...</i> There is a process to obtain credit/credit cards.	ESSENTIAL QUESTIONS <i>Students will keep considering...</i> How can using credit help manage finances?

<p>grace period, incentive buying, methods of calculating interest, and fees).</p> <p>Explain credit ratings and credit reports and describe why they are important to consumers.</p> <p>CC.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).</p>	<p>When used properly, credit can be an essential tool in managing finances.</p> <p>Abuse of credit privileges can lead to serious financial problems.</p> <p>Examining the costs of benefits of credit is essential to making sound financial decisions.</p> <p>There is a cost of obtaining credit known as interest (annual percentage rate).</p>	<p>What is the process to obtain a credit card?</p> <p>When using a credit card, how is it paid for?</p> <p>What are the costs of obtaining credit/loan?</p> <p>Can obtaining credit be a good thing? Bad?</p>
Acquisition		
<p>CC.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.</p> <p>CC.9-12.A.CED.1: Create equations and inequalities in one variable and use them to solve problems. Include equations</p>	<p><i>Students will know...</i></p> <p>How to analyze a credit card offer to find a credit card that will best fit their needs.</p> <p>The impacts of credit when it comes to our ability to obtain future lines of credit.</p> <p>Types of consumer credit falling into the categories of short term credit and loans.</p> <p>How to analyze a credit card statement to identify the cost and fees associated with using a credit card.</p> <p>How to calculate the interest associated with</p>	<p><i>Students will be skilled at...</i></p> <p>Identifying and explaining what credit is, and how credit can impact a person's future.</p> <p>How to read and analyze credit card offers to find criteria in the offer that will best for their financial needs.</p> <p>How to read and analyze and interpret a credit card statement.</p> <p>Analyze various sources and types of credit and their related costs.</p> <p>Calculate loan interest and payment schedules.</p>

<p>arising from linear and quadratic functions, and simple rational and exponential functions.</p> <p>CC.9-12.F.IF.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>obtaining a loan and using a credit card.</p>	
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
A,M,T	<p>Guideline sheet for students to fill out while analyzing an automobile and automobile loan calculation.</p> <p>Students will follow a teacher created rubric/guidelines document.</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 able to afford the automobile based on their income.</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 an automobile they would want to own in the future. This will be an automobile that needs to be financed. Students will be calculating the cost of the car, cost of the loan and payment schedule of the loan.</p> <p>R- A person looking to obtain an automobile loan and a person who is the lender.</p> <p>A- Student to student.</p> <p>S- Students have previously learned about their income they will be earning from the “25 year-old spending plan project”. Students will be using that income to finance an automobile. This will help students understand how obtaining an auto loan works and if they can afford it based on their income. The students' partner will be analyzing their auto loan to determine if they can afford the loan based on their income.</p> <p>P- Students will fill out a document that will highlight the different aspects of the automobile they would want to finance. Students will</p>

		<p>use an automobile financing calculator to determine the total cost of the automobile, amount of interest over time, monthly payments, and total years for the loan. The finished product would clearly highlight an automobile that would be able to be something the student can afford based on their income. The student's partner will analyze this and determine if the loan would be realistic given the student's financial situation.</p> <p>S- A successful result would be if the student clearly identifies an automobile loan that would fit their spending plan based on their income. Students would analyze and give feedback whether the student can afford this car and would fit into their 25 year-old spending plan.</p>
<p>A</p> <p>A</p> <p>M</p> <p>T</p>	<p>Observation of student notes and discussions during teacher led notes/discussions.</p> <p>Do now activities demonstrating general knowledge about credit, credit card offers and statements.</p> <p>Class discussions with articles and videos explaining how credit works and the advantages and disadvantages of using credit/credit cards.</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 a note packet for content on the basics of credit and credit cards.</p> <p>Group discussions and reflections on credit/credit cards.</p> <p>Analyzing different credit card offers and a credit card statement.</p> <p>Analyzing the different aspects of obtaining a loan, specifically an automobile loan.</p> <p>Unit test on credit cards and credit/obtaining a loan.</p>

Stage 3 – Learning Plan

Code	Pre-Assessment	
M	Students will complete a google form questionnaire about their current knowledge of how credit 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>Teacher facilitates discussions when having a question of the day, notes, pear deck, visual learning (videos) or group class discussion. (A,M)</p> <p>Teacher provided note-taking guides. (A)</p> <p>Real-world application projects may include:</p> <ul style="list-style-type: none"> • Credit videos highlighting the different aspects of obtaining credit and how it can be helpful and harmful. (A) • Calculating the cost of an automobile loan activity. (M,T) • Analyzing the different credit card offers and credit card statements. (T) • Researching various types of loans a person might access in their future. (MT) • Students will receive feedback and understand their success level of content along the way. (A) <p>Recommended Resources may include: Credit Card Interest Credit Card Offers</p> <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/videos and worksheet monitoring</p> <p>Student reflection monitoring</p> <p>Test and Quiz results</p>

Unit 5: Banking and Financial Institutions

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <p>CT Business and Finance Technology Content Standard 6:</p> <p>Describe the steps involved in opening and using a checking account.</p> <p>Identify other means of transferring funds (e.g., money orders and certified checks).</p> <p>Evaluate products and services and related costs associated with financial institutions in terms of personal banking needs.</p> <p>NBEA Personal Finance Standard VI: Banking and Financial Institutions:</p> <p>Evaluate services and related costs associated with financial institutions in terms of personal banking needs.</p> <p>CC.9-12.A.SSE.1: Interpret expressions that represent a quantity in terms of its context.</p> <p>CCSS.ELA-LITERACY.RST.11-12.8</p> <p>Evaluate the hypotheses, data, analysis, and conclusions in a</p>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> Recognize banking terms and how they apply to one's banking needs Identify and compare the different types of financial institutions.(Commercial bank/Credit union) Identify different services and features of a bank. Compare the characteristics of savings tools that exist. Analyze which savings tool is appropriate for certain financial goals. Identify and explain how to write a check, endorse a check and complete a check register. (reconciling a check). 	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <p>The role of a financial institution is essential to one's personal financial plans and goals.</p> <p>There are different types of financial institutions one can choose that can fit their needs.</p> <p>Financial institutions offer different services and features.</p> <p>There are many different accounts a person can open at a financial institution. Each account can offer different features.</p> <p>A checking account is used for daily</p>	<p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <p>How can a financial institution aid an individual in achieving financial goals?</p> <p>Do services and features of banks differ greatly?</p> <p>How many different types of savings accounts exist at banks?</p> <p>How do I keep track of my financial transactions?</p> <p>What is the process when I write a check or use my checking account for transactions?</p>

<p>science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p> <p>CC. 11-12.W.8</p>	<p>transactions and there is a process to keep track of our daily spending.</p>	
<p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>	<p>Acquisition</p>	
	<p><i>Students will know...</i></p> <p>To recognize banking terms and how they apply to one's banking needs.</p> <p>The difference between a commercial bank and a credit union.</p> <p>The basic services and features that financial institutions offer.</p> <p>The features and benefits of a checking account, savings account, money market account, certificate of deposit account.</p> <p>How to write a check and balance a checking account. Using a debit card and keeping track of spending.</p>	<p><i>Students will be skilled at...</i></p> <p>Evaluate characteristics of various types of accounts offered by different banks.</p> <p>Identifying different services and features of a bank that will fit their needs.</p> <p>Identify account features to meet individual banking needs and preferences.</p> <p>Correctly writing a check that would be either ready to cash, or endorsed for deposit.</p> <p>Complete a bank account reconciliation (balancing).</p>

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T	<p>Teacher created guidelines with a chart (google document) for students to fill out when researching different banks.</p> <p>Students will follow a teacher created rubric/ guidelines document.</p>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>GRASPS</p> <p>G- Students will research various banks to determine which bank and accounts offered would best fit their financial needs.</p> <p>R- A person looking to establish a new relationship with a financial institution.</p> <p>A- Students to themselves.</p> <p>S- Students will have to use their knowledge of the different aspects of banking to find different services and features of various banks. When the student researches the banks, they will find an account with specific features that will fit their current financial needs.</p> <p>P- Students will fill out a banking chart which will compare two different banks. The students will highlight each bank's different services offered as well as different features. After students analyze the two banks, they will choose the bank that will best fit their needs. There can be many reasons for choosing a bank, but students will be focusing on the specific accounts and certain features within the bank accounts.</p> <p>S- Students will reflect on their finding and explain why the financial institution they chose would best fit their banking needs. They will need to defend their answers with specific criteria. There will be a chart for students to fill out along with a reflection sheet so students can reflect on their findings.</p>

A	Students will complete a note packet on banking.	OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i>
A,M	Do Now's/exit tickets.	Students will complete a notetaking guide for content highlighting financial institutions and check writing.
T	Small group and individual projects and assignments (researching banks).	Identifying and discussing how financial institutions work along with the different services banks offer.
A,M	Group discussions/ class discussions.	Group discussions and reflections along with google documents asking students to think about which bank services and features would best fit their needs.
A,M	Observation of student feedback in small groups and completion of student assignments in google classroom.	Analyzing and comparing different banks.
T	Summative assessment	Test on the different aspects of banking, check writing and balancing a check register.

Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
M	Students will complete a google form questionnaire about their current knowledge of different aspects of banking.	
A,M,T	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Teacher facilitates discussions when having a question of the day, notes, pear deck, visual learning (videos) or group class discussion. (A,M)</p> <p>Teacher provided note-taking guide (A)</p> <p>Real-world application projects may include:</p> <ul style="list-style-type: none"> • Videos/articles about the importance of banking and different aspects of banking. (A) • Guest speaker from a commercial bank and a credit union. (A,M T) • Banking research project. (A) • Filling out a check correctly for payment. (M,T) • Endorsement of a check to deposit. (M,T) <p>Recommended Resources may include: Different Bank Accounts Bank Website- Chase Bank Website- BOA Overdraft Protection</p> <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/videos and worksheets monitoring</p> <p>Student reflection monitoring</p> <p>Test/Quiz results</p>

