



Social Studies

Economics

2023-2024

**Aligned with Ohio's Learning Standards
for Financial Literacy**

**Department of Academic Services
Office of Teaching and Learning
Curriculum Division**

COLUMBUS CITY SCHOOLS

Curriculum Map

Year-at-a-Glance

The Year-at-a-Glance provides a high-level overview of the course by grading period, including:

- Units;
- Standards/Learning Targets; and
- Timeframes.



Scope and Sequence

The Scope and Sequence provides a detailed overview of each grading period, including:

- Units;
- Standards/Learning Targets;
- Timeframes;
- Big Ideas and Essential Questions; and
- Strategies and Activities.



Curriculum and Instruction Guide

The Curriculum and Instruction Guide provides direction for standards-based instruction, including:

- Unpacked Standards / Clear Learning Targets;
- Content Elaborations;
- Sample Assessments;
- Instructional Strategies; and
- Instructional Resources.

Year-at-a-Glance

Economics explores the fundamental principles of financial economics and decision-making. Topics include human capital and labor, saving and investing, consumer economics, credit and debt, and risk management. Students will learn to read, analyze, manage and communicate about personal financial conditions that affect one's material well-being, discern financial choices, discuss money and financial issues, plan for the future, and respond to life events that affect everyday financial decisions, including events in the general economy. This course is aligned with Ohio's Financial Literacy Standards and fulfills the requirements for .5 financial literacy credit established by [Senate Bill 1](#).

Grading Period 1 or 3	Unit 1. Decision-Making and Responsibility	3 weeks	Unit 2. Working and Earning	4 weeks	Unit 3. Saving and Investing	2 weeks
	Learning Targets 1-2 <i>Econ Alive!</i> Lesson 1. An Economic Way of Thinking <i>Econ Alive!</i> Lesson 2. Economic Decision Making NGPF Behavioral Economics Unit		Learning Targets 3-5; 9-10 <i>Econ Alive!</i> Lesson 10. Human Capital and the Labor Market <i>Econ Alive!</i> Lesson 9. Entrepreneurs and Business Organizations <i>Econ Alive!</i> Lesson 12. Taxes and Taxation NGPF Taxes Unit		Learning Target 6-8 <i>Econ Alive!</i> Lesson 8. Money, Banking, Saving, and Investing NGPF Budgeting Unit	
Grading Period 2 or 4	Unit 3. Saving and Investing (cont.)	2 weeks	Unit 4. Consumer Economics	3 weeks	Unit 5. Credit, Debt, and Risk Management	4 weeks
	Learning Targets 6-8; 16-18, 26 NGPF Saving Unit NGPF Investing Unit		Learning Targets 11-15 <i>Econ Alive!</i> Lesson 5. Demand and Supply <i>Econ Alive!</i> Lesson 6. Markets, Equilibrium, and Prices NGPF Consumer Skills Unit		Learning Targets 19-25, 27 NGPF Types of Credit Unit NGPF Managing Credit Unit NGPF Paying for College Unit NGPF Insurance Unit	

Scope and Sequence

Grading Period 1 or 3	Unit 1. Decision-Making and Responsibility				3 weeks
	Lesson	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies/Activities	
	<p><i>Econ Alive!</i> Lesson 1. An Economic Way of Thinking and <i>Econ Alive!</i> Lesson 2. Economic Decision Making</p>	<p>1. Financial responsibility entails being accountable for managing money to satisfy one's current and future economic choices.</p> <p>2. Financial responsibility involves life-long decision-making strategies which include consideration of alternatives and consequences.</p>	<p>Evidence</p> <ul style="list-style-type: none"> How do we think like an economist? Do people make rational economic decisions? <p>Financial Responsibility and Decision-Making</p> <ul style="list-style-type: none"> How can we make sound financial decisions? 	<ul style="list-style-type: none"> <i>Econ Alive!</i> Lesson 1 Preview - 3 scenarios on economic decision making <i>Econ Alive!</i> Lesson 1 Writing for Understanding - economic enigmas <i>Econ Alive!</i> Lesson 1 Processing - economic enigma <i>Econ Alive!</i> Lesson 2 Preview - hypothetical plans <i>Econ Alive!</i> Lesson 2 Social Studies Skill Builder - Economics is Everywhere 	
	<p>NGPF Behavioral Economics Unit</p>	<p>2. Financial responsibility involves life-long decision-making strategies which include consideration of alternatives and consequences.</p>	<p>Evidence</p> <ul style="list-style-type: none"> How can we make sound financial decisions? Do people make rational economic decisions? <p>Financial Responsibility and Decision-Making</p> <ul style="list-style-type: none"> How can we make sound financial decisions? 	<ul style="list-style-type: none"> Bean bag game - how personal experiences affect money management Thought experiments on cognitive biases Survey, game, and scenarios on loss aversion Game on how ownership can affect decision making Online research on advertisements and cognitive bias Analyze scenarios on types of confirmation bias PSA on money and happiness 	

Grading Period 1 or 3	Unit 2. Working and Earning			4 weeks
	Lesson	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies/Activities
	<i>Econ Alive!</i> Lesson 10. Human Capital and the Labor Market	<u>3. Competencies (knowledge and skills), commitment (motivation and enthusiasm), competition (globalization and automation), training, work ethic, abilities and attitude are all factors impacting one's earning potential and employability.</u> <u>4. Income sources include job earnings and benefits, entrepreneurship, saving and investment earnings, government payments, grants, inheritances, etc. Workers can experience dramatic income dips and spikes from month to month.</u>	Change <ul style="list-style-type: none">What are the causes and effects of economic patterns? Power <ul style="list-style-type: none">How is power attained and maintained? Diversity <ul style="list-style-type: none">How have diverse groups struggled for equality?	<ul style="list-style-type: none"><i>Econ Alive!</i> Lesson 10 Preview - top ten jobs<i>Econ Alive!</i> Lesson 10 Writing for Understanding - career research and resume<i>Econ Alive!</i> Lesson 10 Processing - actions to develop your human capital
<i>Econ Alive!</i> Lesson 9. Entrepreneurs and Business Organizations	<u>3. Competencies (knowledge and skills), commitment (motivation and enthusiasm), competition (globalization and automation), training, work ethic, abilities and attitude are all factors impacting one's earning potential and employability.</u> <u>4. Income sources include job earnings and benefits, entrepreneurship, saving and investment earnings, government payments, grants, inheritances, etc. Workers can experience dramatic income dips and spikes from month to month.</u>	Change <ul style="list-style-type: none">What are the causes and effects of economic patterns? Power <ul style="list-style-type: none">How is power attained and maintained? Diversity <ul style="list-style-type: none">How have diverse groups struggled for equality?	<ul style="list-style-type: none"><i>Econ Alive!</i> Lesson 9 Preview - Brainstorm business innovations<i>Econ Alive!</i> Lesson 9 Experiential Exercise - present business plans to investors<i>Econ Alive!</i> Lesson 9 Processing - Business owner interview	

Grading Period 1 or 3	Unit 2. Working and Earning				4 weeks (continued)
	Lesson	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies/Activities	
	<i>Econ Alive!</i> Lesson 12. Taxes and Taxation	5. Taxes, retirement, insurance, employment benefits, and both voluntary and involuntary deductions impact take home pay. 9. Planning for and paying local, state, and federal taxes is a financial responsibility. 10. Taxpayers may save money by understanding and using tax credits and deductions.	Democracy <ul style="list-style-type: none"> Does government work for the people? Justice <ul style="list-style-type: none"> Are laws applied fairly? 	<ul style="list-style-type: none"> <i>Econ Alive!</i> Lesson 12 Preview - Who or what should be taxed? <i>Econ Alive!</i> Lesson 12 Response Group - town meeting and debate on tax proposals <i>Econ Alive!</i> Lesson 12 Processing - email the mayor about paying for a new fire station 	
	NGPF Taxes Unit	5. Taxes, retirement, insurance, employment benefits, and both voluntary and involuntary deductions impact take home pay. 9. Planning for and paying local, state, and federal taxes is a financial responsibility. 10. Taxpayers may save money by understanding and using tax credits and deductions	Democracy <ul style="list-style-type: none"> Does government work for the people? Justice <ul style="list-style-type: none"> Are laws applied fairly? 	<ul style="list-style-type: none"> Research the tax cycle, compare tax forms, examine a W-4 Complete scenarios to determine if each person should file a tax return Identify tax forms, compare methods of preparing taxes, and explore a W-2 Form Complete a 1040 form to file taxes 	

Grading Period 1 or 3	Unit 3. Saving and Investing				2 weeks
	Lesson	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies/Activities	
	<p><i>Econ Alive!</i> Lesson 8. Money, Banking, Saving, and Investing</p>	<p>6. Financial responsibility includes the development of a spending and savings plan (personal budget).</p> <p>16. Using key investing principles one can achieve the goal of increasing net worth.</p> <p>17. Investment strategies must take several factors into consideration including the time horizon of the investment, the degree of diversification, the investor's risk tolerance, how the assets are selected and allocated, product costs, fees, tax implications and the time value of money.</p> <p>18. Government agencies are charged with regulating providers of financial services to help protect investors.</p>	<p>Democracy</p> <ul style="list-style-type: none"> Does government work for the people? <p>Financial Responsibility and Decision-Making</p> <ul style="list-style-type: none"> How can we make sound financial decisions? <p>Power</p> <ul style="list-style-type: none"> How is power attained and maintained? 	<ul style="list-style-type: none"> <i>Econ Alive!</i> Lesson 8 Preview - Plan for graduation gift <i>Econ Alive!</i> Lesson 8 - Response Group - act as financial advisors <i>Econ Alive!</i> Lesson 8 Processing - create client brochures with strategies for spending, saving, and investing 	
	<p>NGPF Budgeting Unit</p>	<p>6. Financial responsibility includes the development of a spending and savings plan (personal budget).</p>	<p>Financial Responsibility and Decision-Making</p> <ul style="list-style-type: none"> How can we make sound financial decisions? 	<ul style="list-style-type: none"> Money Magic budget game Budgeting strategies case study Budgeting with roommates group project Research activity to figure out monthly cost of car ownership Interactive monthly food budget Data crunch of average American household spending 	

Grading Period 2 or 4	Unit 3. Saving and Investing (continued)				2 weeks
	Lesson	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies/Activities	
	NGPF Savings Unit	<p>6. Financial responsibility includes the development of a spending and savings plan (personal budget).</p> <p>7. Financial institutions offer a variety of products and services to address financial responsibility.</p> <p>8. Financial experts provide guidance and advice on a wide variety of financial issues.</p>	<p>Financial Responsibility and Decision-Making</p> <ul style="list-style-type: none"> How can we make sound financial decisions? 	<ul style="list-style-type: none"> Account balance step forward, standing still, or taking a step back Explore and compare four different types of savings accounts Goal saving scenarios Letter to future self to help reach goals Spent game - living paycheck to paycheck 	
	NGPF Investing Unit	<p>17. Investment strategies must take several factors into consideration including the time horizon of the investment, the degree of diversification, the investor's risk tolerance, how the assets are selected and allocated, product costs, fees, tax implications and the time value of money.</p> <p>26. Diversification of assets is one way to manage risk.</p>	<p>Financial Responsibility and Decision-Making</p> <ul style="list-style-type: none"> How can we make sound financial decisions? 	<ul style="list-style-type: none"> Why Should I Invest? interactive simulation Stock Market interactive game Track a stock investment Analyze a mutual fund sheet Activity on how dollar cost averaging can help minimize risk STAX investing simulation 	

Grading Period 2 or 4	Unit 4. Consumer Economics				3 weeks
	Lesson	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies/Activities	
	<p><i>Econ Alive!</i> Lesson 5. Demand and Supply and Lesson 6. Markets, Equilibrium, and Prices</p>	<p>11. An informed consumer makes decisions on purchases that may include a decision-making strategy to determine if purchases are within their budget.</p> <p>15. Planned purchasing decisions factor in direct (price) and indirect costs (e.g. sales/use tax, excise tax, shipping, handling, and delivery charges, etc.).</p>	<p>Change</p> <ul style="list-style-type: none"> What are the causes and effects of economic patterns? <p>Evidence</p> <ul style="list-style-type: none"> Should we question everything? 	<ul style="list-style-type: none"> <i>Econ Alive!</i> Lesson 5 Preview - Create a demand curve for an item <i>Econ Alive!</i> Lesson 5 - Social Studies Skill Builder - newspaper headlines on demand and supply shifts <i>Econ Alive!</i> Lesson 5 Processing - demand and supply curves for news <i>Econ Alive!</i> Lesson 6 Preview - Analyze factors that may have affected price of a recent purchase <i>Econ Alive!</i> Lesson 6 - Experiential Exercise - simulation on equilibrium price <i>Econ Alive!</i> Lesson 6 Processing - headlines on equilibrium price changes 	
	<p>NGPF Consumer Skills Unit</p>	<p>12. Consumer advocates, organizations and regulations provide important information and help protect against potential consumer fraud.</p> <p>13. Part of being an informed consumer is knowing how to utilize financial services and risk management tools, as well as comparing consumer lending terms and conditions and reading financial statements.</p> <p>14. Consumer protections laws help safeguard individuals from fraud and potential loss.</p>	<p>Change</p> <ul style="list-style-type: none"> What are the causes and effects of economic patterns? <p>Democracy</p> <ul style="list-style-type: none"> Does government work for the people? <p>Evidence</p> <ul style="list-style-type: none"> Should we question everything? 	<ul style="list-style-type: none"> Analyze: What is My Role as a Consumer? Identifying Dark Patterns What Will You Buy? activity Spot the Scam Signs activity 	

Grading Period 2 or 4	Unit 5. Credit, Debt, and Risk Management				4 weeks
	Lesson	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies/Activities	
	NGPF Types of Credit Unit	<p>19. Credit is a contractual agreement in which a borrower receives something of value now and agrees to repay to lender at some later date.</p> <p>20. Debt is an obligation owed by one party to a second party.</p> <p>21. Effectively balancing credit and debt helps one achieve some short and long-term goals.</p> <p>22. Financial documents and contractual obligations inform the consumer and define the terms and conditions of establishing credit and incurring debt.</p>	<p>Financial Responsibility and Decision-Making</p> <ul style="list-style-type: none"> How can we make sound financial decisions? 	<ul style="list-style-type: none"> Move: Credit musical chairs Calculate: Shopping with interest Amortization analysis Payday loan Shady Sam interactive 	
	NGPF Managing Credit Unit	<p>24. A risk management plan can protect consumers from the potential loss of personal and/or business assets or income.</p> <p>25. Safeguards exist that help protect one's identity.</p>	<p>Financial Responsibility and Decision-Making</p> <ul style="list-style-type: none"> How can we make sound financial decisions? 	<ul style="list-style-type: none"> Compounding Cat Insanity interactive Explore a credit report in detail Credit counselor with MyFICO Credit Score Estimator EVERFI Credit and Debt module Explore a Schumer box Chart on TILA and Credit CARD Act 	

Grading Period 2 or 4	Unit 5. Credit, Debt, and Risk Management				4 weeks (continued)
	Lesson	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies/Activities	
	NGPF Paying for College Unit	23. Many options exist for paying for post-secondary education opportunities.	Financial Responsibility and Decision-Making <ul style="list-style-type: none"> How can we make sound financial decisions? 	<ul style="list-style-type: none"> How Much Will Your College Actually Cost? Interactive Student aid report analysis Find scholarship opportunities Hypothetical scenarios on financial aid decisions Explore sample financial aid packages Scenarios on loan repayment options EVERFI module: Financing Higher Education 	
	NGPF Insurance Unit	27. A comprehensive insurance plan (health, life, disability, auto, homeowners, renters, liability, etc.) serves as a safeguard against potential loss.	Financial Responsibility and Decision-Making <ul style="list-style-type: none"> How can we make sound financial decisions? 	<ul style="list-style-type: none"> Price of premiums analysis Types of car insurance for various scenarios Renters Insurance Agreement exploration Data crunch - comparisons of premiums for homeowners and renters insurance Marketplace insurance scavenger hunt Compare long-term and short-term disability insurance EVERFI Insurance module 	

Curriculum and Instruction Guide

Unit 1. Decision-Making and Responsibility

Unpacked Standards / Clear Learning Targets

<p>Learning Target 1. Explain how financial responsibility entails being accountable for managing money to satisfy one's current economic choices.</p> <p>Learning Target 2. Explain how financial responsibility involves life-long decision-making strategies, which include consideration of alternatives and consequences.</p>	<p><u>Essential Understanding</u> Strategies for making financial decisions</p> <p><u>Extended Understanding</u> Relationship between economic thinking and personal financial decisions</p>	<p><u>Academic Vocabulary</u> Accountable Financial responsibility Economic choices Decision-making Alternatives Consequences</p>
<p>Ultimate Learning Target Type: Knowledge</p>	<p><u>Broad Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can explain how financial responsibility entails being accountable for managing money to satisfy one's current economic choices. - The student can explain how financial responsibility involves life-long decision-making strategies, which include consideration of alternatives and consequences. <p><u>Underpinning Knowledge Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can summarize the principles of economic thinking. - The student can explain how unlimited wants and scarce resources influence decision-making. - The student can identify responsible ways for managing money for short- and long-term goals. - The student can describe actions that are both responsible and irresponsible uses of money. - The student can list financial decisions made at different stages of life and factors that will affect those decisions. - The student can describe positive and negative consequences for all financial decisions. - The student can identify behavioral biases that can result in poor decisions: loss aversion; endowment effect and sunk costs; herd mentality and FOMO, confirmation bias and overconfidence, and happiness and hedonic adaptation. <p><u>Underpinning Reasoning Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can evaluate tradeoffs and determine opportunity costs of various decisions. - The student can apply the economic way of thinking to their own lives. 	

Content Elaborations

Financially responsible individuals make thoughtful choices based on their own goals and acknowledge they are personally responsible for their financial choices. Managing money is the process of budgeting, saving, investing and spending. Individual opportunities and choices about when, where and how much to work affect lifestyle decisions and financial stability.

Over a lifetime, people make many financial decisions about their education, jobs and personal lives that affect their income. Financial goals should be developed and evaluated regularly. When making financial decisions, individuals should reflect upon alternatives and determine if the consequences will be positive or negative for everyone involved in the decision.

Additional Economics Context

Life is full of choices and decisions. The study of economics helps us see why we have to choose among alternatives. It also gives us tools for thinking about what we stand to gain and lose when making life's decisions.

Economics is the study of how individuals and societies use their limited resources to satisfy their unlimited wants.

Every choice involves tradeoffs among alternatives. When making a decision, people generally try to maximize the utility, or satisfaction, they hope to gain by choosing one alternative over another. The opportunity cost of any decision is the value of the next-best alternative.

Instructional Strategies

Econ Alive! Lesson 1. An Economic Way of Thinking - In a Writing for Understanding activity, students analyze, create, and explain economic enigmas using the principles of economic thinking.

Econ Alive! Lesson 2. Economic Decision-Making - In a Social Studies Skill Builder, students play the Economics is Everywhere game to identify goods and services, factors of production, and the trade offs and opportunity costs of economic decisions.

NGPF Behavioral Economics, Lesson 1. Your Values and Money - Students play the bean bag game to explore how personal experiences and values affect money management decisions, complete a table on how life values relate to personal money habits, and take a quiz on values and money management.

NGPF Behavioral Economics, Lesson 2. Your Brain and Money - Students complete thought experiments on cognitive biases.

NGPF Behavioral Economics, Lesson 3. Loss Aversion - Students complete a survey, play a game, and analyze scenarios on loss aversion.

NGPF Behavioral Economics, Lesson 4. Endowment Effect and Sunk Costs - Students watch a video, complete a graphic, and play a game on how having ownership of something can affect decision making.

NGPF Behavioral Economics, Lesson 5. Herd Mentality and FOMO - Students conduct online research to find an advertisement that uses the cognitive bias with an assigned personal finance topic.

NGPF Behavioral Economics, Lesson 6. Confirmation Bias and Overconfidence - Students complete an experiment to find the sequence rule, and analyze scenarios on types of confirmation bias.

NGPF Behavioral Economics, Lesson 7. Happiness and Hedonic Adaptation - Students analyze videos and infographics on money and happiness, then create a PSA challenging the message that what we have isn't enough and that we need more.

Sample Assessments and Performance Tasks

Econ Alive! Lesson 1 Processing Assignment: Choose one of these economic enigmas, or think of one that you have observed in your own life. Follow these steps to apply an economic way of thinking to help explain your enigma.

Econ Alive! Lesson 2 Processing Assignment: Find a photograph of yourself that also shows examples of goods, services, and factors of production. Then respond to the questions.

What conditions lead to economic scarcity?

What is the opportunity cost of the following decision _____?

Which strategy can you use to spend money more wisely?

Which of the following describes a cognitive bias?

Which action is the best way to counteract loss aversion?

Which choice below reflects Fear of Missing Out?

How can you avoid confirmation bias in a purchasing decision?

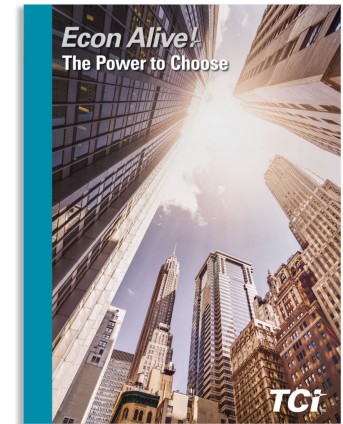
Which loss aversion strategy is revealed in the advertisement below?

Adopted Textbook Resources***Econ Alive! The Power to Choose (TCI)***

- Hard Copy (class set) and Digital (access through [CCS Clever](#))
 - Student Textbook: Lessons 1 and 2

- Digital Teacher Resources (access through [CCS Clever](#))
 - Lesson Guide: Lessons 1 and 2
 - Interactive Notebook: Lessons 1 and 2
 - Preview: Lessons 1 and 2
 - Writing for Understanding: Lesson 1
 - Social Studies Skill Builder: Lesson 2
 - Processing: Lessons 1 and 2
 - Assessments: Lessons 1 and 2

- Digital TCI Program Support (access through [CCS Clever](#))
 - ELA/ELD Connections: Reading Skills
 - ELA/ELD Connections: Writing Skills
 - ELA/ELD Connections: Vocabulary Skills
 - Social Studies Skills: Graphic Organizer Toolkit
 - Social Studies Skills: Developing Critical Thinking Skills
 - Personal Financial Literacy Toolkit



Supplemental Instructional Resources[Next Gen Personal Finance \(NGPF\) Curriculum Behavior Economics Unit](#)

- Lesson 1. Your Values and Money
- Lesson 2. Your Brain and Money
- Lesson 3. Loss Aversion
- Lesson 4. Endowment Effect and Sunk Costs
- Lesson 5. Herd Mentality and FOMO
- Lesson 6. Confirmation Bias and Overconfidence
- Lesson 7. Happiness and Hedonic Adaptation

[NGPF Personal Finance Dictionary](#)[Crash Course Economics: Behavioral Economics](#)[Cognitive Biases](#)[The Bandwagon Effect](#)[What Are FOMO and YOLO Teaching Us about Our Money?](#)[Culturally Relevant Personal Finance](#)

Unit 2. Working and Earning

Unpacked Standards / Clear Learning Targets

Learning Target 3. Explain how competencies (knowledge and skills), commitment (motivation and enthusiasm), competition (globalization and automation), training, work ethic, abilities and attitude are all factors impacting one's earning potential and employability.

Essential Understanding

Factors impacting earning potential and employability

Extended Understanding

Actions to take to increase earning potential and employability

Academic Vocabulary

Employability
Earning potential
Income

Ultimate Learning Target Type: Knowledge

Broad Learning Targets:

- The student can explain how competencies (knowledge and skills), commitment (motivation and enthusiasm), competition (globalization and automation), training, work ethic, abilities and attitude are all factors impacting one's earning potential and employability.

Underpinning Knowledge Learning Targets:

- The student can identify how various training and education options beyond high school can further one's employability.
- The student can explore individual interests and skill sets to identify potential careers and opportunities to pursue.
- The student can explain how one can become more employable through training and education.
- The student can describe the current economy and labor market, including the types of skills workers need, the effects of technological change, and the impact of international competition.

Underpinning Skills Learning Target:

- The student can conduct research to write resumes demonstrating a variety of ways to develop human capital.

Content Elaborations

Twenty-first century skills, including critical thinking, media and communication skills, collaboration and creativity, are important in every job and not specific to any particular field. Being prompt, hard-working and honest, as well as having a good attitude also are important.

Competencies can be defined as the knowledge, abilities and skills necessary for an employee to be successful in a specific job. Employees who are lifelong learners seek additional training and typically are more desirable to their employers.

Instructional Strategies

Econ Alive! Lesson 10. Human Capital and the Labor Market - In a Writing for Understanding activity, students research information about a career of their choice and write a resume applying for a job approximately 10 years in the future.

Sample Assessments and Performance Tasks

Econ Alive! Lesson 10 Processing Assignment: Describe actions you can take to develop your human capital to become qualified for a particular job.

Which principle determines wage rates in a labor market?

How has globalization transformed the labor market?

Summarize four labor-market trends that are currently impacting today's labor market.

Why do young workers seek entry-level positions?

Why do women earn less than men on average?

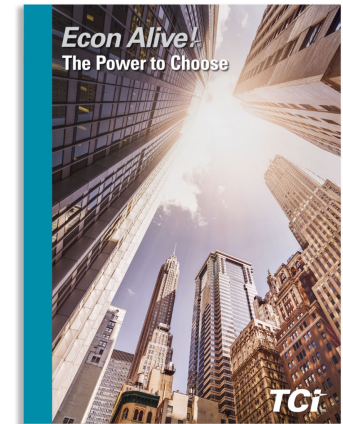
Why is it important to develop your human capital?

Adopted Textbook Resources***Econ Alive! The Power to Choose (TCI)***

- Hard Copy (class set) and Digital (access through [CCS Clever](#))
 - Student Textbook: Lesson 10, Human Capital and the Labor Market

- Digital Teacher Resources (access through [CCS Clever](#))
 - Lesson Guide: Lesson 10
 - Interactive Notebook: Lesson 10
 - Preview: Lesson 10
 - Writing for Understanding: Lesson 10, Researching and Writing Your Resume
 - Processing: Lesson 10
 - Assessments: Lesson 10

- Digital TCI Program Support (access through [CCS Clever](#))
 - ELA/ELD Connections: Reading Skills
 - ELA/ELD Connections: Writing Skills
 - ELA/ELD Connections: Vocabulary Skills
 - Social Studies Skills: Graphic Organizer Toolkit
 - Social Studies Skills: Developing Critical Thinking Skills
 - Personal Financial Literacy Toolkit



Unpacked Standards / Clear Learning Targets

Learning Target 4. Describe income sources including job earnings and benefits, entrepreneurship, saving and investment earnings, government payments, grants, inheritances, etc.	<u>Essential Understanding</u> Sources of income <u>Extended Understanding</u> Advantages of entrepreneurship and investment	<u>Academic Vocabulary</u> entrepreneurship government assistance Investment earnings
Ultimate Learning Target Type: Knowledge	<p><u>Broad Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can describe income sources including job earnings and benefits, entrepreneurship, saving and investment earnings, government payments, grants, inheritances, etc. <p><u>Underpinning Knowledge Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can identify individual and larger economic changes that may cause monthly income to fluctuate. - The student can explain how government assistance programs contribute to the financial stability of different individuals. - The student can examine the challenges and rewards of being an entrepreneur. <p><u>Underpinning Skills Learning Target:</u></p> <ul style="list-style-type: none"> - The student can compare and contrast different sources of income, including wages and salaries. <p><u>Underpinning Reasoning Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can explain why wages differ in the labor market, depending on the demand and supply of labor, education levels, labor unions, and individuals' skills and abilities. - The student can describe how risks and rewards influence the decisions of entrepreneurs. 	

Content Elaborations

There are various sources of income that affect financial planning. Entrepreneurs take risks to increase potential opportunities for economic growth.

Interest, dividends and capital appreciation (gains) are forms of income earned from financial investments.

Monthly income can vary based on multiple factors, such as an individual's productivity and hours worked or larger economic changes and global markets.

Some people receive government assistance because they qualify for one or more types of support.

Various jobs can experience dramatic changes in income. In some industries, such as agriculture, an individual does not receive a regular paycheck and may be paid only after a crop is harvested once or twice a year. Another example is a roofer who can only work in certain weather conditions, causing income amounts to fluctuate. Workers in these situations must account for these fluctuations as they create their budgets.

Instructional Strategies

Econ Alive! Lesson 10. Human Capital and the Labor Market - In a Writing for Understanding activity, students research information about a career of their choice and write a resume applying for a job approximately 10 years in the future.

Econ Alive! Lesson 9. Entrepreneurs and Business Organizations - In an Experiential Exercise, students form sole proprietorships, partnerships, or corporations to develop and present business plans to investors.

Sample Assessments and Performance Tasks

Econ Alive! Lesson 9. Processing Assignment - Conduct an interview of a local business owner. Your interviewee must be someone who owns or has owned a business. You might try to identify someone who operates a home business, works as part of a partnership, or runs a business that is part of a franchise.

Choose an entrepreneur and explain how this individual demonstrates the characteristics of a successful entrepreneur.

Which factors contribute to the variation of an individual's monthly income?

How do government assistance programs contribute to the financial stability of different individuals?

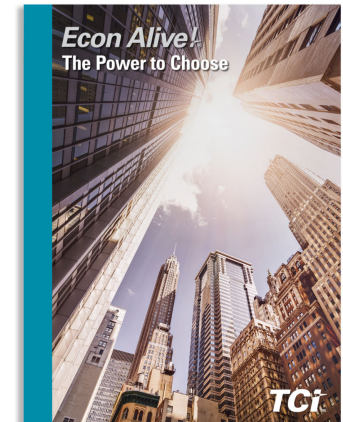
Adopted Textbook Resources

Econ Alive! The Power to Choose (TCI)

- Hard Copy (class set) and Digital (access through [CCS Clever](#))
 - Student Textbook: Lesson 9. Entrepreneurs and Business Organizations and Lesson 10. Human Capital and the Labor Market

- Digital Teacher Resources (access through [CCS Clever](#))
 - Lesson Guide: Lessons 9, 10
 - Interactive Notebook: Lessons 9, 10
 - Preview: Lessons 9, 10
 - Experiential Exercise: Lesson 9, Presenting a Business Plan
 - Writing for Understanding: Lesson 10, Researching and Writing Your Resume
 - Processing: Lessons 9, 10
 - Assessments: Lessons 9, 10

- Digital TCI Program Support (access through [CCS Clever](#))
 - ELA/ELD Connections: Reading Skills
 - ELA/ELD Connections: Writing Skills
 - ELA/ELD Connections: Vocabulary Skills
 - Social Studies Skills: Graphic Organizer Toolkit
 - Social Studies Skills: Developing Critical Thinking Skills
 - Personal Financial Literacy Toolkit



Unpacked Standards / Clear Learning Targets

Learning Target 5. Explain how taxes, retirement, insurance, employment benefits, and both voluntary and involuntary deductions impact take-home pay.

Essential Understanding

Gross pay vs. Net pay

Extended Understanding

Analyze the benefits and drawbacks of voluntary deductions

Academic Vocabulary

Gross pay

Net pay

Voluntary deductions

Involuntary deductions

Employment benefits

taxes

Ultimate Learning Target
Type: Knowledge

Broad Learning Target:

- The student can explain how taxes, retirement, insurance, employment benefits, and both voluntary and involuntary deductions impact take-home pay.

Underpinning Knowledge Learning Targets

- The student can identify sources of deductions from gross pay that affect take home pay.
- The student can explain the difference between gross and net pay.
- The student can compare several sample pay stubs and the different deductions.

Underpinning Skills Learning Targets:

- The student can calculate the difference between net pay and gross pay of a fictional employee.
- The student can compare several sample pay stubs and the different deductions.

Content Elaborations

Gross pay is the amount of pay an employee receives before taxes and other withholdings are taken from their paychecks. Net pay also is referred to as take home pay and is the amount of money an employee receives after deductions and withholdings have been finalized.

Deductions from gross pay may be considered voluntary or involuntary. Examples of involuntary deductions may include federal, state and local taxes, retirement accounts, insurance and employment benefits. Voluntary deductions include investments and charitable donations.

Some voluntary deductions are pre-tax, such as Flexible Spending Accounts (FSA) or Healthcare Savings Accounts (HSA), and will result in reduced personal tax liability.

Instructional Strategies

NGPF Taxes Unit, Lesson I, Taxes and Your Paystub - Students complete activities to analyze discretionary government spending and explore a pay stub to understand its various components.

EVERFI Module: Income and Employment - Students reflect on their career personality and select a job that may fit them; complete important tax paperwork on the first day at work; analyze the parts of a paycheck that result in net pay; compare the benefits jobs might offer; and explore ways to earn money through the gig economy.

Sample Assessments and Performance Tasks

What is the purpose of taxes?

What is your net pay significantly lower than your gross pay?

On a paystub from your employer, you will have gross and net pay. Explain the difference between gross and net pay.

Which of the following are voluntary deductions?

What are the advantages of Flexible Spending Accounts (FSA) or Healthcare Savings Accounts (HSA)?

Supplemental Instructional Resources

[Next Gen Personal Finance \(NGPF\) Curriculum Taxes Unit](#)

- Lesson 1. Taxes and Your Paystub

[NGPF Personal Finance Dictionary](#)

[If Paychecks Could Talk Video](#) (National Priorities)

[Here's How to Read a Pay Stub \[With Sample Paycheck\]](#) (Gusto)

EVERFI Module: Income and Employment (available through [CCS Clever](#)).

Unpacked Standards / Clear Learning Targets

Learning Target 9. Explain how planning for and paying local, state, and federal taxes is a financial responsibility.

Learning Target 10. Identify and describe how tax credits and deductions influence total tax liability.

Essential Understanding

Factors that affect types and amount of taxes paid

Extended Understanding

Evaluating how taxes should be levied

Academic Vocabulary

W4

1040 tax form

Tax credits

Tax deductions

Tax liability

Proportional tax

Progressive tax

Regressive tax

**Ultimate Learning Target
Type: Knowledge**

Broad Learning Target:

- The student can explain how planning for and paying local, state, and federal taxes is a financial responsibility.
- The student can identify and describe how tax credits and deductions influence total tax liability.

Underpinning Knowledge Learning Targets:

- The student can explain how taxes are withheld.

Underpinning Skills Learning Targets:

- The student can fill out a sample W-4, 1040 federal tax form, and state and local tax forms either as an employee or an independent contractor.
- The student can investigate how local taxes are calculated between municipalities.

Underpinning Reasoning Learning Targets:

- The student can evaluate how taxes should be levied to achieve tax equity.
- The student can distinguish among proportional, progressive, and regressive tax structures and assess their pros and cons.
- The student can compare and evaluate tax proposals and debate their merits.

Content Elaborations

Federal, state and local entities levy taxes in many forms. It is the responsibility of each citizen to pay taxes. The cost of various taxes must be figured into an individual's spending and savings plan.

Different sources and amounts of income, as well as the spending habits of consumers, affect the types and amounts of taxes paid. When employees start new jobs, they typically fill out a W-4 form from the IRS and other state and local tax documents that employers use to determine withholdings from take-home pay.

Tax withholdings can be adjusted so that employees may receive a refund or owe additional taxes to the IRS and state and local municipalities when income tax returns are filed. Independently contracted workers do not have taxes withheld from paychecks but still are required to pay federal, state and local taxes.

All employed workers must annually report income amounts and sources to the Internal Revenue Service, as well as to the states and municipalities in which they reside.

Tax rates often differ between municipalities and states.

Tax credits and deductions can be used to reduce tax liability and help individuals reach financial goals. Tax laws may change from year to year, and it is important to stay current with tax law.

Instructional Strategies

Econ Alive! Lesson 12. Taxes and Taxation - In a Response Group, students participate in a town meeting and debate four tax proposals.

NGPF Taxes Unit, Lesson 2. The Tax Cycle and Job Paperwork - Students research the tax cycle, compare tax forms and their purpose, and examine a W-4 in more detail to understand its various components.

NGPF Taxes Unit, Lesson 3. Teens and Taxes - Students complete an activity to determine if the person in each scenario has to file or should file a tax return.

NGPF Taxes Unit, Lesson 4. How to File Your Taxes - Students identify the different forms needed to prepare their taxes, compare different methods of preparing federal and state taxes, and explore a W-2 Form in more detail to understand its various components.

NGPF Taxes Unit, Lesson 5. Completing the 1040 - Students complete a 1040 form to file their taxes.

Sample Assessments and Performance Tasks

Which of these taxes is the leading source of revenue for the federal government?

What is a progressive tax?

How do state and local governments generate revenue to pay for education, law enforcement, and fire protection services?

Aaron has been working at his job for 4 years and already filled out a W-4 when he was first hired. He got married this year and is planning on filing his taxes jointly with his spouse. What action should Aaron take?

Create a profile for someone who can be claimed as a dependent and someone who cannot be claimed as a dependent. Be sure to include their age and at least two details that explain why they can or cannot be claimed as a dependent.

What are the pros and cons of each method for preparing your taxes? Which option would you choose to prepare your taxes? Explain why.

What are two important items detailed in your W-2 form?

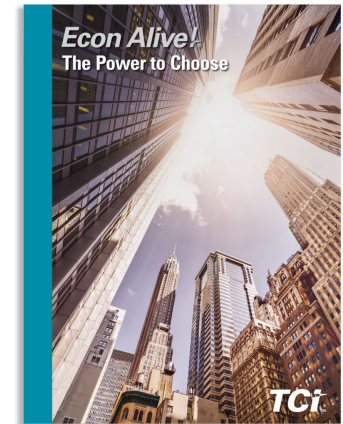
Adopted Textbook Resources

Econ Alive! The Power to Choose (TCI)

- Hard Copy (class set) and Digital (access through [CCS Clever](#))
 - Student Textbook: Lesson 12. Taxes and Taxation

- Digital Teacher Resources (access through [CCS Clever](#))
 - Lesson Guide: Lesson 12
 - Interactive Notebook: Lesson 12
 - Preview: Lesson 12 - Evaluate four statements on who or what should be taxed
 - Response Group: Lesson 12 - Town meeting and debate on four tax proposal
 - Processing: Lesson 12 - Email to the mayor about how to pay for a new fire station
 - Assessments: Lesson 12

- Digital TCI Program Support (access through [CCS Clever](#))
 - ELA/ELD Connections: Reading Skills
 - ELA/ELD Connections: Writing Skills
 - ELA/ELD Connections: Vocabulary Skills
 - History and Social Science Skills Toolkit
 - Cooperative, Inclusive Classroom
 - Doing Democracy Toolkit
 - Personal Financial Literacy Toolkit



Instructional Resources[Next Gen Personal Finance \(NGPF\) Curriculum Taxes Unit](#)

- Lesson 2. The Tax Cycle and Job Paperwork
- Lesson 3. Teens and Taxes
- Lesson 4. How to File Your Taxes
- Lesson 5. Completing the 1040

[NGPF Personal Finance Dictionary](#)[What You Need to Know About Form W-4 Video](#) (Gusto)[Ways to File Your Taxes](#) (manillavideos)[What's a W-2 Form Anyway?](#) (Miss Be Helpful)[Culturally Relevant Personal Finance](#)

Unit 3. Saving and Investing

Unpacked Standards / Clear Learning Targets

Learning Target 6. Devise a spending and savings plan (budget) for current short- and long-term goals, income and expenses.

Essential Understanding

Planning to meet economic and financial goals

Extended Understanding

Analyzing risks and returns of various options

Academic Vocabulary

Budget
Income
Expenses

**Ultimate Learning Target
Type: Skill**

Broad Learning Target:

- The student can devise a spending and savings plan (budget) for current short- and long-term goals, income and expenses.

Underpinning Knowledge Learning Targets:

- The student can identify factors that could force an individual to change his or her budget.

Underpinning Reasoning Learning Targets:

- The student can evaluate the consequences of individual financial decisions.
- The student can analyze the risks and returns of various saving and investment options.

Underpinning Skills Learning Targets:

- The student can prepare a monthly budget for a family or individual with consideration to income, savings goals and taxes, as well as fixed and variable expenses.
- The student can develop strategies for earning, spending, saving, and investing resources.

Content Elaborations

To achieve short- and long-term financial goals, a spending and savings plan (budget) must be created, evaluated and updated on a regular basis. Income and expenses must be accurately reflected to make the budget a useful tool.

S.M.A.R.T. (Specific, Measurable, Attainable, Realistic, Time-bound) goals help individuals determine and remember what their financial goals should reflect.

People should revise their budgets to prepare for unplanned changes in income. A budget should include short-term savings or emergency funds to pay for unexpected expenses, such as a car repair, as well as long-term savings that reflect larger goals, such as a down payment on a house or retirement.

Instructional Strategies

NGPF Budgeting Unit, Lesson 1. Budgeting 101 - Students play Money Magic and help Enzo budget his way to Vegas.

NGPF Budgeting Unit, Lesson 2. Budgeting Strategies - Students complete a case study to learn the basics of budgeting, from setting priorities, creating a savings goal, tracking spending and learning about tradeoffs required to achieve financial goals. They take on the role of a friend providing financial advice to a friend and learn to develop various options and strategies to achieve a budgeting goal.

NGPF Budgeting Unit, Lesson 3. Budgeting for Your Home - Students complete a budgeting with roommates group project.

NGPF Budgeting Unit, Lesson 4. Budgeting for Transportation - Students complete a research activity to figure out the monthly cost of car ownership.

NGPF Budgeting Unit, Lesson 5. Budgeting for Food - Students use an interactive to set up a monthly food budget.

NGPF Budgeting Unit, Lesson 7. Building Your Budget - Students complete a data crunch to determine the average American household spending, then create a salary-based budget activity.

EVERFI Module: Budgeting - Students will set short-term and long-term financial goals and create a personal budget that tracks spending.

Sample Assessments and Performance Tasks

If you wanted to reduce your expenses, which of these costs would be the most difficult to change?

Suppose you earn a salary of \$50,000 per year and decide to save 12% of your gross pay. You set a goal of creating a \$15,000 emergency fund. How long will it take for you to meet this emergency fund goal?

What could you do to reduce the amount of money you spend on food?

What is a Zero-Based Budget?

If you have an apartment with 2 roommates, which expenses would likely decrease by having roommates?

What are three good reasons to create and stick to a budget?

You have recently purchased a car. Now you need to budget enough money for costs associated with car ownership. What costs are associated with car ownership?

Supplemental Instructional Resources

[Next Gen Personal Finance \(NGPF\) Curriculum Budgeting Unit](#)

- Lesson 1. Budgeting 101
- Lesson 2. Budgeting Strategies
- Lesson 3. Budgeting for Your Home
- Lesson 4. Budgeting for Transportation
- Lesson 7. Building Your Budget

[NGPF Personal Finance Dictionary](#)

EVERFI Module: Budgeting (Available through [CCS Clever](#)).

[What is a Budget?](#)

Unpacked Standards / Clear Learning Targets

Learning Target 7. Evaluate products and services from financial institutions that a student might use, such as checking and savings accounts, and discuss advantages and disadvantages of different products.

Learning Target 8. Describe the role and responsibilities of a financial expert.

Essential Understanding

Services and products offered by financial institutions

Extended Understanding

Advantages and disadvantages of different products

Academic Vocabulary

Financial institutions

Checking account

Savings account

Financial expert

**Ultimate Learning Target
Type: Reasoning**

Broad Learning Target:

- The student can evaluate products and services from financial institutions that a student might use, such as checking and savings accounts, and discuss advantages and disadvantages of different products.
- The student can describe the role and responsibilities of a financial expert.

Underpinning Knowledge Learning Targets:

- The student can identify types of financial institutions.
- The student can describe the services provided by financial services.
- The student can explain the role of checking accounts, savings accounts, and financial planning services.

Underpinning Reasoning Learning Targets:

- The student can analyze the risks and returns of various saving and investment options.

Underpinning Skills Learning Targets:

- The student can reconcile a checking account.

Content Elaborations

There are many different types of financial institutions, such as banks, online banks, credit unions and brokerage houses. Each financial institution serves different needs of consumers. Typical products and services such as savings accounts, checking accounts and financial planning services help consumers manage their finances.

Consumers must know how much money they have available in their checking accounts prior to withdrawing money or making purchases with debit cards linked to those accounts. Consumers can reconcile their checkbooks by hand using the check register or by using online tools. A checking account must be reconciled on a regular basis to ensure the consumer's records correlate with bank records.

Financial experts are available to help consumers make financial decisions. Financial experts can be associated with banks, brokerage houses or credit unions, or they can be independent brokers who help consumers create plans for reaching short- and long-term financial goals.

Financial planners can be certified in different ways.

Instructional Strategies

Econ Alive! Lesson 8. Money, Banking, Saving, and Investing - In a Response Group activity, students act as financial advisers to make recommendations about spending, saving, and investing.

NGPF Savings Unit, Lesson 1. Checking Accounts - Students learn about how various transaction types impact their checking account balance. For each transaction given, students illustrate how it impacts their account balance by taking a step forward, standing still, or taking a step back.

NGPF Savings Unit, Lesson 2. Savings Accounts - Students explore and compare four different types of savings accounts in this activity by first researching the basics of the accounts, then comparing which of those accounts a specific bank or credit union offers, and finally applying what they have learned about those accounts to various saving goal scenarios.

NGPF Savings Unit, Lesson 5. Strategies to Save - Students identify savings goals, calculate how much is needed to save, and write a letter to their future selves to help them reach their goals.

NGPF Savings Unit Lesson 6. Challenges to Savings - Living Paycheck to Paycheck: Students play Spent to experience the tough decisions that you have to make when every dollar is needed to make ends meet.

EVERFI Module: Banking Basics - Students will gain confidence in engaging with financial institutions and picking the right products for their life and financial goals.

Sample Assessments and Performance Tasks

Econ Alive! Lesson 8 Processing: Acting as financial advisers, create client brochures with strategies for spending, saving, and investing.

What is the main function of a checking account?

Which of the following is an effective strategy for personal saving?

Suppose you saved \$1,500 from your summer job. Which account type would work best for you if you don't need access to the money for a number of years and you want to earn the highest interest rate?

Rank these savings options from highest expected interest rate to lowest expected interest rate.

What is one advantage of online banking?

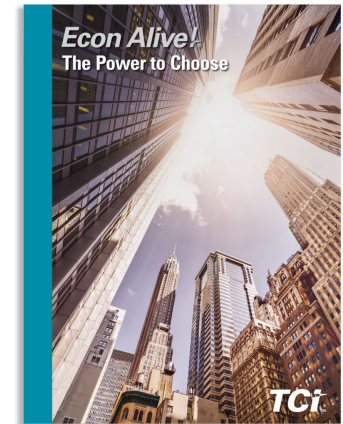
Adopted Textbook Resources

Econ Alive! The Power to Choose (TCI)

- Hard Copy (class set) and Digital (access through [CCS Clever](#))
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 - Processing: Lesson 8
 - Assessments: Lesson 8

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 - Cooperative, Inclusive Classroom
 - Doing Democracy Toolkit
 - Personal Financial Literacy Toolkit



Supplemental Instructional Resources[Next Gen Personal Finance \(NGPF\) Curriculum Savings Unit](#)

- Lesson 1. Checking Accounts
- Lesson 2. Savings Accounts
- Lesson 5. Strategies to Save
- Lesson 6. Challenges to Savings

[NGPF Personal Finance Dictionary](#)

EVERFI Module: Banking Basics (available through [CCS Clever](#))

[Checking accounts: How You Can Access Your Money](#)[Compound Interest Explained video](#)[Finance 101: Tips on Opening a Savings Account](#)[The 50/30/20 Budgeting Rule](#)[PYMNTS Intelligence: 61% of the US Population Living Paycheck to Paycheck article](#)[Culturally Relevant Personal Finance](#)

Unpacked Standards / Clear Learning Targets

<p>Learning Target 16. Use key investing principles to achieve the goal of increasing net worth.</p> <p>Learning Target 17. Identify the more advantageous investment strategy for different individuals in given scenarios.</p> <p>Learning Target 18. Explain the role of government agencies in regulating providers of financial services to help protect investors.</p> <p>Learning Target 26. Explain how to manage risk through diversification of assets.</p>	<p><u>Essential Understanding</u> Using investment principles to increase net worth</p> <p><u>Extended Understanding</u> Utilizing the more advantageous investment strategy for different individuals in given scenarios.</p>	<p><u>Academic Vocabulary</u> Net worth Compound interest Stocks Mutual funds Bonds 401(k) plans IRAs</p>
<p>Ultimate Learning Target Type: Reasoning</p>	<p><u>Broad Learning Targets:</u></p> <ul style="list-style-type: none"> – The student can use key investing principles to achieve the goal of increasing net worth. – The student can identify the more advantageous investment strategy for different individuals in given scenarios. – The student can explain the role of government agencies in regulating providers of financial services to help protect investors. – The student can explain how to manage risk through diversification of assets. <p><u>Underpinning Knowledge Learning Targets:</u></p> <ul style="list-style-type: none"> – The student can identify investing strategies. – The student can explain why time is an important tool in investing. – The student can identify investment assets such as stocks, bonds, mutual funds, 401(k) plans and IRAs. – The student can explain factors associated with risk tolerance. – The student can explain the time value of money. – The student can explain the specific role of agencies and the services they can offer consumers. – The student can cite examples of high-, medium- and low-risk investments. <p><u>Underpinning Reasoning Learning Targets:</u></p> <ul style="list-style-type: none"> – The student can evaluate potential investments by considering safety, liquidity, fees, and the rate of return. – The student can explain why a company's stock value would increase or decrease. – The student can explain why it is important to diversify and how the composition of a portfolio changes over time. 	

Content Elaborations

The purpose of investing is to increase and protect net worth in the short- and long-term. Investing principles exist to guide individuals in choosing investments to increase net worth.

Investing strategies may include planning, saving and investing for the long term, investigating before you invest and, because individuals who start saving at an early age have more time for compound interest to increase their wealth, avoiding the cost of delay. Investments include mutual funds, bank CDs, bonds, stocks and real estate. Many factors may impact the value of investments. As consumers evaluate potential investments, they must consider safety, liquidity, fees and the rate of return.

A technology company that releases a new and highly anticipated update most likely will have the value of its stock increase. If the same release has many errors or flaws or consumers do not like the new technology, the value of the stock will most likely decrease.

One of the tools investors use to increase the value of their net worth is time. By planning on investing for the long term, investors have the benefit of compounding interest and allowing investments to increase in value.

Investors must select assets such as stocks, bonds, mutual funds, 401(k) plans and IRAs and decide how to allocate their funds. As investors review potential investments, they must consider the costs of the products, fees and taxes for their situations. Investors must determine their willingness to take risks. Risk tolerance depends on factors such as personality, income, family situation and current net worth.

The time value of money is the idea that a dollar today is worth more than a dollar in the future. This is because the dollar received today can earn interest up until the time the future dollar is received.

Historically, regulatory agencies have been created to help protect investors from unethical practices, including price gouging and monopolies. The Securities and Exchange Commission (SEC), Federal Deposit Insurance Corporation (FDIC), National Credit Union Association (NCUA) and other government agencies regulate providers of financial services.

Investing in different types of financial assets, called diversification, can lower investment risk. Consumers must make decisions about choosing investments that may include high-, medium- and low-risk options. Investors make decisions about types of investments based on goals, their age, tolerance of risk and personal interest.

Instructional Strategies

- NGPF Investing Unit, Lesson 1. Why Should I Invest? - Students experience making a variety of investment decisions through an interactive simulation.
- NGPF Investing Unit, Lesson 2. What is the Stock Market? - Students play an interactive game that simulates investing in the stock market over 10 years.
- NGPF Investing Unit Lesson 3. What is a Stock? Project: 5 Stocks on Your Birthday - Students track how they would have done on an investment of 100 shares of stock on their 10th birthday.
- NGPF Investing Unit, Lesson 4. What is a Bond? - Students analyze a mutual fund fact sheet to understand its various components.
- NGPF Investing Unit, Lesson 5. Managing Risk - Students complete an activity to explore how dollar cost averaging can help minimize risk.
- NGPF Investing Unit, Lesson 8. Start Investing - Students use the investing simulation, STAX to see if they can beat the market in a 20-year period.
- NGPF Investing Unit, Lesson 10. How to Invest for Retirement - In this activity, students compare the features of each type of investment account: pensions, traditional 401(k)s, Traditional IRAs, and Roth IRAs.

Sample Assessments and Performance Tasks

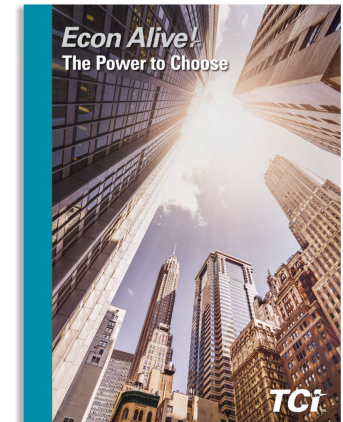
- What is the difference between putting money in a savings account and investing in the Stock Market?
- What is compound interest?
- You bought 20 shares of stock in a tech company for \$50 per share. Six months later you sold the 20 shares of stock for \$90 per share. What was your profit or loss on this stock?
- Why is diversification important in investment?
- Why is it important to understand your risk tolerance? What factors contribute to your risk tolerance?
- How do government regulatory agencies help protect investors?

Adopted Textbook Resources***Econ Alive! The Power to Choose (TCI)***

- Hard Copy (class set) and Digital (access through [CCS Clever](#))
 - Student Textbook: Lesson 8

- Digital Teacher Resources (access through [CCS Clever](#))
 - Lesson Guide: Lesson 8
 - Interactive Notebook: Lesson 8
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 - Response Group: Lesson 8
 - Processing: Lesson 8
 - Assessments: Lesson 8

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 - ELA/ELD Connections: Writing Skills
 - ELA/ELD Connections: Vocabulary Skills
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 - Cooperative, Inclusive Classroom
 - Doing Democracy Toolkit
 - Personal Financial Literacy Toolkit



Supplemental Instructional Resources[Next Gen Personal Finance \(NGPF\) Curriculum Investment Unit](#)

- Lesson 1. Why Should I Invest?
- Lesson 2. What is the Stock Market?
- Lesson 3. What is a Stock?
- Lesson 4. What is a Bond?
- Lesson 6. Managing Risk
- Lesson 8. Start Investing
- Lesson 10. How to Invest for Retirement

[NGPF Personal Finance Dictionary](#)[A Simple Introduction to Investing](#)[The Stock Market Explained](#)[What is a Fund? Article](#)[Tips for Beginning Investors](#)[Culturally Relevant Personal Finance](#)

Unit 4. Consumer Economics

Unpacked Standards / Clear Learning Targets

Learning Target 11. Make decisions on purchases using a decision-making strategy to determine if purchases are within a budget.

Learning Target 15. Factor in direct and indirect costs in purchasing decisions.

Essential Understanding

Strategies for making purchasing decisions

Extended Understanding

How economic principles of supply, demand, and equilibrium price inform consumers

Academic Vocabulary

Cost-benefit analysis
Economic choices
Direct costs
Indirect costs
Supply
Demand
Equilibrium price

Ultimate Learning Target
Type: Skill

Broad Learning Target:

- The student can make decisions on purchases using a decision-making strategy to determine if purchases are within a budget.
- The student can factor in direct and indirect costs in purchasing decisions.

Underpinning Knowledge Learning Targets:

- The student can explain the many factors a consumer considers before purchasing goods or services.
- The student can identify the differences between direct and indirect costs.

Underpinning Reasoning Learning Targets:

- The student can explain how economic choices require consumers to apply a cost-benefit analysis, which result in trade-offs.
- The student can analyze the relationship between quantity demanded and quantity supplied in determining prices in a market economy.

Underpinning Skills Learning Targets:

- The student can pay close attention to the details of advertisements to make sure they are receiving what is being advertised.
- The student can compare and contrast the overall costs of goods and services from various distributors (wholesale, retail, online).
- The student can graph shifts in demand or supply.
- The student can create a demand and supply schedule and graph a demand and supply curve to determine an equilibrium price.

Content Elaborations

Consumers make economic choices almost daily. When faced with choices about which items to purchase, consumers must consider their personal budgets, needs and other factors.

All economic choices require consumers to apply a cost-benefit analysis to their decisions, which result in trade-offs.

Advertising impacts consumers. Businesses need to make profits and advertise their products to gain more customers. Consumers must pay close attention to the details of advertisements to make sure they are receiving what is being advertised.

When making a purchase, consumers should know there are costs beyond the purchase price. These costs may include sales tax, delivery charges, shipping, handling and membership fees. When considering the total price, consumers must consider all the indirect costs.

Additional Economics Context

Demand and supply are the two forces that make market economies work. Demand reflects what consumers are willing and able to purchase at various prices. Supply reflects what producers are willing and able to produce at various prices. Price is related to the quantity of goods that consumers want and producers will provide.

Demand and supply interact to drive prices for goods and services to the equilibrium level. The equilibrium price may be thought of as the “right” price.

Instructional Strategies

Econ Alive! Lesson 5. Demand and Supply - In a Social Studies Skill Builder, students analyze a series of newspaper headlines to determine whether the information will shift the demand or supply curve to the left or right or cause a change in the quantity demanded or supplied along the curve.

Econ Alive! Lesson 6. Markets, Equilibrium, and Prices - In an Experiential Exercise, students participate in a market simulation to discover how an equilibrium price is set and to experience the effects of price ceilings and price floors.

NGPF Consumer Skills Unit, Lesson 1. Your Money and Social Media: What is My Role as a Consumer - In this activity, students will reflect on what they spend money on, what influences their consumer decisions, and the impact they have as a consumer.

NGPF Consumer Skills Unit, Lesson 3. Comparison Shopping - Using infographics, articles, and videos, students learn how comparison shopping can help consumers.

EVERFI Consumer Skills Module - Students reflect on their own spending behaviors and learn how to effectively navigate the purchase decision process for everyday purchases, a car, and a house.

Sample Assessments and Performance Tasks

Econ Alive! Lesson 5 Processing - Use newspaper headlines to draw demand and supply curves that reflect how the news will affect the curves for a related product.

Econ Alive! Lesson 6 Processing - Choose a product and create headlines announcing events that would cause equilibrium price and quantity to change.

According to the law of supply, what happens as price increases?

If a company introduces a new product with a successful advertising campaign and an artificially low introductory price, what will be the likely result?

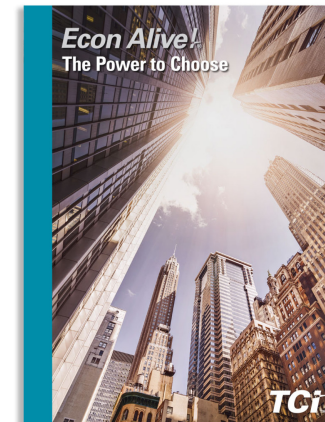
How do influencers have a direct impact on the financial decisions of consumers?

If you want to buy a car, what factors should you be concerned about when comparison shopping?

Adopted Textbook Resources

Econ Alive! The Power to Choose (TCI)

- Hard Copy (class set) and Digital (access through [CCS Clever](#))
 - Student Textbook: Lessons 5. Demand and Supply and Lesson 6. Markets, Equilibrium, and Prices
- Digital Teacher Resources (access through [CCS Clever](#))
 - Lesson Guide: Lessons 5 and 6
 - Interactive Notebook: Lessons 5 and 6
 - Preview: Lessons 5 and 6
 - Social Studies Skill Builder: Lesson 5 Demand and Supply Curve headlines
 - Experiential Exercise: Lesson 6 Equilibrium price simulation
 - Processing: Lessons 5 and 6
 - Assessments: Lessons 5 and 6
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 - ELA/ELD Connections: Reading Skills
 - ELA/ELD Connections: Writing Skills
 - ELA/ELD Connections: Vocabulary Skills
 - History and Social Science Skills Toolkit
 - Cooperative, Inclusive Classroom
 - Doing Democracy Toolkit
 - Personal Financial Literacy Toolkit



Supplemental Instructional Resources[Next Gen Personal Finance \(NGPF\) Curriculum Consumer Skills Unit](#)

- Lesson 1. Your Money and Social Media
- Lesson 3. Comparison Shopping

[NGPF Personal Finance Dictionary](#)

EVERFI Consumer Skills Module (available through [CCS Clever](#))

[Crash Course Economics: Supply and Demand](#)[Shopping Online Infographic](#)[A Social Media Break Could Save You Money. Here's How](#)[Are You Getting the Best Deal? 5 Things to Consider When Comparison Shopping](#)[Culturally Relevant Personal Finance](#)

Unpacked Standards / Clear Learning Targets

Learning Target 12. Explain how consumer advocates, organizations and regulations provide important information and help protect against potential consumer fraud.

Learning Target 13. Utilize financial services, risk management tools, compare lend terms and conditions, and read financial statements.

Learning Target 14. Explain how consumer protection laws help safeguard individuals from fraud and potential loss.

Essential Understanding

How to mitigate risk and protect against consumer fraud

Extended Understanding

Evaluating the effectiveness of consumer protection methods

Academic Vocabulary

Consumer advocates
Risk management
Financial statements
Consumer protection laws
Lending statements

**Ultimate Learning Target
Type: Knowledge**

Broad Learning Targets:

- The student can explain how consumer advocates, organizations and regulations provide important information and help protect against potential consumer fraud.
- The student can utilize financial services, risk management tools, compare lend terms and conditions, and read financial statements.
- The student explain how consumer protection laws help safeguard individuals from fraud and potential loss.

Underpinning Knowledge Learning Targets:

- The student identify ways consumers can identify fraud and protect themselves from becoming a victim of fraud.
- The student can describe the process for consumers who believe they are victims of fraud to seek recompense.
- The student can describe the consumer protections provided to citizens through government and consumer agencies.

Underpinning Reasoning Learning Targets:

- The student can identify a consumer protection law and explain why it was developed and how it serves to protect individuals from fraud and potential loss.

Underpinning Skills Learning Targets:

- The student can compare the terms and conditions of the consumer lending statements from two or more financial institutions to determine which one is better for a given consumer.

Content Elaborations

Consumer fraud is a deceptive practice that results in financial or other losses for consumers during seemingly legitimate business transactions. Personal vigilance is one way to prevent fraud.

Federal government agencies such as the Federal Trade Commission's Bureau of Consumer Protection and the Consumer Protection Financial Bureau exist to offer information and protection to consumers in matters of fraud. The Office of the Treasurer and Attorney General of Ohio also help consumers be aware of potential frauds and scams. These agencies may be able to help victims recover some or all their losses from fraud.

Nongovernment organizations such as the Better Business Bureau also educate consumers about fraud. There are laws that protect consumers from fraud. If a company is found guilty of fraud, there are consequences.

Many financial institutions offer lending services that include credit cards, lines of credit and loans. Before consumers make choices regarding credit or loans, it is important they know and understand the terms and conditions, including the terms of repayment, interest rates, late fees and service fees. This information can be found by reading all the information provided by the institution prior to applying for credit or a loan.

Laws, such as the Truth in Lending Act, Fair Debt Collection Practices Act and Fair Credit Reporting Act, help protect consumers from fraud and potential financial loss.

Consumers must monitor their credit card and financial accounts to be aware of fraudulent purchases or withdrawals.

Instructional Strategies

NGPF Consumer Skills Unit, Lesson 2. Advertisements & Dark Patterns - In this activity, students race to match each dark pattern with the corresponding description and visual example.

NGPF Consumer Skills Unit, Lesson 5. Scams and Fraud - In this activity, students will put their knowledge of scams to the test to spot the signs of five common types of scams.

Create a graphic organizer of consumer protection laws, including the Truth in Lending Act, Fair Debt Collection Practices Act, and Credit Report Act. Explain the protections provided by each law.

Research the following agencies: Federal Trade Commission's Bureau of Consumer Protection, Consumer Protection Financial Bureau, Office of the Treasurer (Ohio), Attorney General of Ohio. Create an infographic that informs consumers of the role of each agency in protecting consumers.

Sample Assessments and Performance Tasks

What is a pyramid scheme?

What is a dark pattern?

If you receive a notification that you owe money to the IRS, which choice indicates that the notification is real and not a scam?

Which government organizations help protect consumers from fraud and financial loss?

How does the Truth in Lending Act protect consumers?

Supplemental Instructional Resources[Next Gen Personal Finance \(NGPF\) Curriculum Consumer Skills Unit](#)

- Lesson 1. Your Money and Social Media
- Lesson 3. Comparison Shopping

[NGPF Personal Finance Dictionary](#)

EVERFI Consumer Skills Module (available through [CCS Clever](#))

[Federal Trade Commission Bureau of Consumer Protection](#)[Consumer Protection Financial Bureau](#)[Ohio Attorney General Consumers](#)

Unit 5. Credit, Debt, and Risk Management
Unpacked Standards / Clear Learning Targets

<p>Learning Target 19. Define credit as a contractual agreement in which a borrower receives something of value now and agrees to repay to the lender at some later date.</p> <p>Learning Target 20. Define debt as an obligation by one party to a secondary party.</p> <p>Learning Target 21. Explain how to effectively balance credit and debt to help achieve short and long-term goals.</p>	<p><u>Essential Understanding</u> Effectively balancing credit and debt</p> <p><u>Extended Understanding</u> Evaluating the best of course of action in various financial situations</p>	<p><u>Academic Vocabulary</u> Credit Debt Payday lender Bankruptcy Credit score</p>
<p>Ultimate Learning Target Type: Knowledge</p>	<p><u>Broad Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can define credit as a contractual agreement in which a borrower receives something of value now and agrees to repay to the lender at some later date. - The student can define debt as an obligation by one party to a secondary party. - The student can explain how to effectively balance credit and debt to help achieve short and long-term goals. <p><u>Underpinning Knowledge Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can describe the difference between a loan from a bank and one from a payday lender. - The student can investigate barriers to individuals that may lead them to be unbanked. - The student can explain the implications of declaring bankruptcy. - The student can discuss steps a consumer can take to get and keep a high credit score. - The student can discuss factors that will reduce credit scores. <p><u>Underpinning Skills Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can compare the final repayment amount of a loan from a bank and a loan from a payday lender on a large purchase such as a car. - The student can develop a repayment plan to satisfy debt obligations in a given scenario. 	

Content Elaborations

Loans are forms of credit. Loans are available at banks and financial institutions, as well as at payday lenders. Payday lenders typically advertise the availability of loans with no down payment or credit check or as easy money if consumers need cash before their next payday. The difference between a loan from a bank and a payday lender is the term of the loan. Payday lenders typically charge high interest and include significant fees for the loan. The amount of money a borrower repays is much larger than the original amount borrowed. Often, the terms of the payday loan are unclear.

The group that is most likely to use payday lenders is typically “unbanked.” Unbanked people are described by the Federal Deposit Insurance Corporation (FDIC) as those adults without accounts at banks or other financial institutions and are outside the financial mainstream for one reason or another. Young adults ages 18-24 make up one of the largest groups of the unbanked. Many unbanked individuals end up using payday lenders and paying high fees for financial services without the benefit of establishing a good credit history.

Borrowers must repay loans according to the contractual terms. Banks and financial institutions may allow loans to be paid back early with no penalties. Paying off payday loans early may add more fees to the loans.

Debt is considered a promise of payment whether it is in the form of a personal loan, vehicle loan, mortgage or credit card bill. Consumers have a legal obligation to pay debt. Individuals must be careful not to accumulate too much debt. Too much debt means that a person or family regularly struggles to pay off credit cards and loans each month in addition to paying for daily necessities. If a person cannot repay one or more loans or keep up with payments, private and government organizations provide credit counseling and help consumers create plans to pay off the debt.

Consumers can take steps to set up repayment plans if they are struggling to repay debts. For some debt, such as student loans or medical debt, consumers can contact the billing agencies directly to create their own repayment plans and may avoid negative impact on their credit scores.

The federal government also has established bankruptcy codes and courts to assist people in financial trouble to settle their debts and eventually re-establish good financial standing.

Effectively balancing debt is an important part of establishing and maintaining a good credit score. A person’s credit score is a measure of consumer credit risk. Financial institutions use consumers’ credit scores to determine if they will extend loans and to determine loan terms. Scores range from 300-850, and higher scores reflect a better credit history. People who have higher credit scores typically receive lower interest rates for new loans from banks.

Credit scores are based on factors such as length of time the person has had financial accounts, types of credit used, payment history, amounts owed and new credit. Attaining a high credit score is one of the goals consumers should set.

Instructional Strategies

NGPF Types of Credit Unit, Lesson 1. Intro to Credit - MOVE: Credit Musical Chairs - Students walk around a circle of chairs while music plays. When it stops, they race to sit down. But there's a catch - they should only sit if the financial terms on the slide match.

NGPF Types of Credit Unit, Lesson 3. Using Credit Cards Wisely - Students complete Calculate: Shopping with Interest to illustrate how even smaller purchases cost more when you purchase on a credit card and do not pay the balance in full each month.

NGPF Types of Credit Unit, Lesson 4. Loan Fundamentals - Students complete the Analyze: Understanding Amortization activity to see exactly how the amortization works and how monthly payments are distributed.

NGPF Types of Credit Unit, Lesson 7. Predatory Lending - Students watch a video with an alternative perspective on payday loans, and use the Shady Sam Interactive to try being a loan shark.

NGPF Managing Credit Unit, Lesson 1. Debt Management - Students use the Compounding Cat Insanity interactive to demonstrate how it feels to pay a high-interest loan.

NGPF Managing Credit Unit, Lesson 2. Your Credit Report - Students explore a credit report in more detail to understand its various components.

NGPF Managing Credit Unit, Lesson 3. Your Credit Score - Students act as a credit counselor for Sam, Jessica, and Danielle, and use the myFICO Credit Score Estimator.

NGPF Managing Credit Unit, Lesson 4. Building Credit from Scratch - Using the scores from the myFICO Credit Score Estimator activity, students evaluate the impact of credit score on loans.

EVERFI Module: Managing Credit and Debt - Students reflect on their own feelings on debt, develop an understanding of what credit is and how it works, learn the importance of using credit responsibly and explore strategies for effective debt management.

Sample Assessments and Performance Tasks

Why are bank loans typically better for borrowers than payday lender loans?

What factors are important in calculation of a credit score?

Which action should you take to meet your goal of establishing a credit history?

Why is it often a good idea to pay more than the monthly amount due on an amortized loan?

What is the Debt Snowball method for paying off debt?

How can your credit score impact your financial well-being?

Supplemental Instructional Resources[Next Gen Personal Finance \(NGPF\) Curriculum Types of Credit Unit](#)

- Lesson 1. Intro to Credit
- Lesson 3. Using Credit Cards Wisely
- Lesson 4. Loan Fundamentals
- Lesson 7. Predatory Lending

[Next Gen Personal Finance \(NGPF\) Curriculum Managing Credit Unit](#)

- Lesson 1. Debt Management
- Lesson 2. Your Credit Report
- Lesson 3. Your Credit Score
- Lesson 4. Building Credit from Scratch

[NGPF Personal Finance Dictionary](#)

EVERFI Managing Credit and Debt Module (available through [CCS Clever](#))

Unpacked Standards / Clear Learning Targets

Learning Target 22a. Evaluate several credit card offers and choose the best card based on criteria such as interest rate, fees and rewards programs.

Learning Target 22b. Describe how the Truth in Lending Act (TILA) and Credit Card Accountability, Responsibility and Disclosure (Credit CARD) Acts protect consumers.

Essential Understanding

Understanding terms of credit card offers

Extended Understanding

Choosing the best credit card offers

Academic Vocabulary

Schumer box
Truth in Lending Act (TILA)
Credit Card Accountability, Responsibility and Disclosure (Credit CARD) Act

**Ultimate Learning Target
Type: Reasoning**

Broad Learning Targets:

- The student can evaluate several credit card offers and choose the best card based on criteria such as interest rate, fees and rewards programs.
- The student can describe how the Truth in Lending Act (TILA) and Credit Card Accountability, Responsibility and Disclosure (Credit CARD) Acts protect consumers.

Underpinning Knowledge Learning Targets:

- The student can explain the significance of the Truth in Lending Act.
- The student can explain the goal of the Credit Card Accountability, Responsibility and Disclosure (Credit CARD) Act.

Underpinning Skills Learning Targets:

- The student can read and interpret a Schumer box in a credit card agreement.

Content Elaborations

When incurring debt, consumers need to be able to read and understand the complex documents that describe the terms and conditions to which they are agreeing before signing an agreement. Consumers often do not understand that credit cards are a form of debt, and they may have difficulty paying credit cards if they have too many or only pay the minimum amount due each month.

The Truth in Lending Act (TILA) was passed by Congress in 1968 and was designed to promote the informed use of consumer credit by requiring disclosures about the terms and costs to the consumer who uses credit cards. The TILA ensures the important information consumers need to make decisions about different credit cards is easily available and understandable.

The Credit Card Accountability, Responsibility and Disclosure, or Credit CARD Act was signed into law in 2009 to further protect consumers from unscrupulous practices by credit card companies.

Instructional Strategies

NGPF Types of Credit Unit, Lesson 2. Young People & Credit Cards - Students explore a Schumer box, which is a legally required summary of the most important parts of your credit card agreement.

Create a chart showing the terms of the The Truth in Lending Act (TILA) and Credit Card Accountability, Responsibility and Disclosure (Credit CARD) Act.

Design an infographic or public service announcement showing how TILA or Credit CARD Act protects consumers.

Sample Assessments and Performance Tasks

Use the Schumer Box below to determine the terms of the credit card.

What was the significance of the Truth in Lending Act?

How does the Credit Card Accountability, Responsibility and Disclosure, (Credit CARD) Act protect consumers?

Supplemental Instructional Resources

[Next Gen Personal Finance \(NGPF\) Curriculum Types of Credit Unit](#)

- Lesson 2. Young People & Credit Cards

[NGPF Personal Finance Dictionary](#)

EVERFI Managing Credit and Debt Module (available through [CCS Clever](#))

[Truth in Lending Act](#) (Office of Financial Readiness)

[What Is The CARD Act Of 2009?](#) (Forbes)

Unpacked Standards / Clear Learning Targets

<p>Learning Target 23a. Evaluate choices for funding postsecondary education options considering amount available, interest, repayment options and total cost.</p> <p>Learning Target 23b. Evaluate the advantages and limitations of various career opportunities.</p>	<p><u>Essential Understanding</u> Evaluating options for postsecondary education funding</p> <p><u>Extended Understanding</u> Aligning postsecondary education funding options with career opportunities</p>	<p><u>Academic Vocabulary</u> Interest Grant Scholarship Loan</p>
<p>Ultimate Learning Target Type: Reasoning</p>	<p><u>Broad Learning Target:</u></p> <ul style="list-style-type: none"> - The student can evaluate choices for funding postsecondary education options considering amount available, interest, repayment options and total cost. - The student can evaluate the advantages and limitations of various career opportunities. <p><u>Underpinning Knowledge Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can explain the income potential and educational or training requirements of a career field. - The student can identify methods to pay for postsecondary education. - The student can explain the difference between scholarships, grants, and loans. <p><u>Underpinning Skills Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can interpret the terms of loans for postsecondary education. 	

Content Elaborations

Research a career field of interest. Review the income potential and educational or training requirements. There are various methods to pay for postsecondary education or training options, including grants, loans, scholarships, work reimbursement, military and personal savings. Many students who continue their education or training choose to borrow money, apply for grants or scholarships or take on additional employment. Grants and scholarships typically are not repaid, but the student must meet certain criteria to be eligible. There are many kinds of student loans with different interest rates. Students must be savvy consumers and understand the terms of their loans prior to signing agreements. Many financial institutions also offer loan programs for prospective students. Consider the potential income of that career when reviewing loan repayment schedules.

Instructional Strategies

NGPF Paying for College Unit, Lesson 1. Paying for College 101 - Students use the interactive How Much Will Your College Actually Cost? to calculate the cost of attending several different colleges.

NGPF Paying for College Unit, Lesson 2. Applying for the FAFSA - Students analyze a sample student aid report.

NGPF Paying for College Unit, Lesson 3. Scholarships and Grants - Students practice the skills of identifying where they should be looking for scholarships, finding real scholarship opportunities, and completing an application.

NGPF Paying for College Unit, Lesson 4. Student Loans - Students analyze two hypothetical scenarios where students are making financial aid decisions before applying what they have learned to their own situation.

NGPF Paying for College Unit, Lesson 5. Financial Aid Packages - Students will explore two financial aid packages in more detail to understand its various components.

NGPF Paying for College Unit, Lesson 6. Student Loan Repayment - Students analyze a few different scenarios to see what kind of repayment options work for different situations.

EVERFI Module: Financing Higher Education - Students examine the return on investment related to higher education, and explore what they can do each year of high school to prepare for the costs.

Sample Assessments and Performance Tasks

Rank these options of types of financial aid from MOST attractive to LEAST attractive.

What is the purpose of the FAFSA?

Ericka has been accepted to College A and College B and is comparing their financial aid packages. College A has a sticker price of \$32,000 and net price of \$12,000. College B has a sticker price of \$65,000 and net price of \$14,000. Which college will cost less for Ericka to attend? Which college is offering more grants and scholarships?

What is the difference between subsidized and unsubsidized federal student loans?

Bryan's tuition, room & board, and fees for freshman year total \$31,000. Including scholarships, grants, and federal student loans, his financial aid package is \$28,500. What is a realistic and financially responsible approach for Brian to take to cover his remaining costs and personal expenses?

Supplemental Instructional Resources[Next Gen Personal Finance \(NGPF\) Curriculum Paying for College Unit](#)

- Lesson 1. Paying for College 101
- Lesson 2. Applying for the FAFSA
- Lesson 3. Scholarships and Grants
- Lesson 4. Student Loans
- Lesson 5. Financial Aid Packages
- Lesson 6. Student Loan Repayment

[NGPF Personal Finance Dictionary](#)

EVERFI Module: Financing Higher Education (available through [CCS Clever](#))

[The Financial Aid Process Infographic](#)[What's the True Cost of Attendance? Know Before You Go Article](#)[Understanding Sticker Price vs. Net Price vs. Value Infographic](#)[Tuition Tracker](#)[What is the Student Aid Report?](#)[What is the EFC, or Expected Family Contribution?](#)

Unpacked Standards / Clear Learning Targets

Learning Target 24. Explain how a risk management plan can protect consumers from the potential loss of personal and/or business assets or income.

Essential Understanding

Role of warranties for consumers and insurance for businesses

Extended Understanding

Evaluating warranty terms

Academic Vocabulary

Factory warranty
Extended warranty
Service plan
Liability lawsuits
Negligence
Libel and slander

**Ultimate Learning Target
Type: Knowledge**

Broad Learning Target:

- The student can explain how a risk management plan can protect consumers from the potential loss of personal and/or business assets or income.

Underpinning Knowledge Learning Targets:

- The student can describe the difference between a warranty and extended warranty on a given product.
- The student can explain the purpose of insurance for businesses.

Content Elaborations

When consumers purchase items such as cars, appliances and electronics, typically there are factory warranties and extended warranties offered to the consumer to protect against product defect or damage.

Extended warranties and service plans typically are offered by the business that sold the item and are a separate cost from the item. Warranties operate in a similar way to insurance. Businesses can minimize losses by purchasing various forms of insurance.

Businesses can carry insurance that will protect them against damage or loss of property, business interruption, product liability lawsuits, employee negligence, libel and slander.

Instructional Strategies

Research auto warranties and service contracts and create an infographic with important facts that consumers should know about warranties, extended warranties, and service contracts.

Create a chart showing advantages and disadvantages of warranties vs. self-insuring (putting the money you would pay for an extended warranty into an emergency fund).

Find a warranty for a recent household or personal item (appliance, phone, tv, computer, etc). Compare the terms of various warranties to find out what is covered and what is not.

Use news headlines to show risks to owning businesses. These could include property damage, liability lawsuits, employee negligence, etc. How does insurance help mitigate risk in each of these situations?

Sample Assessments and Performance Tasks

In which circumstances might it be a good idea to purchase an extended warranty offered by the business that sold the item?

What is the difference between a warranty and extended warranty?

Suppose you are a small business owner and someone files a lawsuit against your company. What should be your first steps in response to the lawsuit?

Supplemental Instructional Resources

[Extended Car Warranty: Is Extra Protection Worth the Price?](#)

[Do You Want an Extended Warranty with That? Lesson](#)

[Auto Warranties and Service Contracts](#)

[Get Business Insurance](#)

Unpacked Standards / Clear Learning Targets

Learning Target 25. Describe safeguards that exist that help protect one's identity.

Essential Understanding
How to protect one's identity

Extended Understanding
Actions to take a victim of identity theft

Academic Vocabulary
Identity theft
Credit bureaus
Theft Victim's Complaint
Affidavit

**Ultimate Learning Target
Type: Knowledge**

Broad Learning Target:

- The student can describe safeguards that exist that help protect one's identity.

Underpinning Knowledge Learning Targets:

- The student can describe problems that can occur when an individual is a victim of identity theft.
- The student can give specific examples of how online transactions, online banking, email scams and telemarketing calls can make consumers vulnerable to identity theft.
- The student can describe the conditions under which individuals should and should not disclose their social security number, account numbers and other sensitive personal information.
- The student can recommend actions a victim of identity theft should take to limit losses and restore personal security.

Content Elaborations

Identity theft is a growing problem; often it is very easy for thieves to steal an identity and ruin an individual's credit. Individuals must be vigilant with personal information, such as their social security numbers or credit cards numbers, sharing only with trusted sources. Individuals can take steps to protect their identity and even purchase insurance to protect themselves from identity theft.

If identity theft is suspected, an individual must act quickly to lessen the impact of the theft. The individual should notify all financial institutions that he or she does business with, so they can take appropriate action. The individual also should file a police report and notify credit bureaus (Equifax, Experian, TransUnion) to file a fraud alert. The Federal Trade Commission has a form titled the Theft Victim's Complaint and Affidavit which may help as individuals deal with creditors. Consumers should close all accounts that may have been accessed fraudulently.

Instructional Strategies

NGPF Consumer Skills Unit, Lesson 4. Identity Theft - Students conduct research to learn about types of identity theft, how each type occurs and actions to take to protect their personal information.

Sample Assessments and Performance Tasks

Which type of identity theft is most common for teenagers?

What is one step you can take to protect your personal information?

Why should you notify credit bureaus if you are a victim of identity theft?

How have recent data breaches compromised the personal information for many individuals?

In addition to filing a report with the FTC, describe 3 steps you should take if you believe your identity has been compromised.

Supplemental Instructional Resources

[Next Gen Personal Finance \(NGPF\) Curriculum Consumer Skills Unit](#)

- Lesson 4. Identity Theft

[NGPF Personal Finance Dictionary](#)

[CSN Data Book 2021 - Identity Theft](#)

[10 Tips for Data Breach Victims Infographic](#)

[Federal Trade Commission Announces ID Theft Affidavit](#)

Unpacked Standards / Clear Learning Targets

Learning Target 27. Explore the coverage and cost for various insurance products such as health, life, disability, auto, homeowners, renters and liability.

Essential Understanding

How insurance protects against potential loss

Extended Understanding

Determining need for specific types of insurance

Academic Vocabulary

Health insurance
Disability insurance
Property and Casualty insurance
Life insurance
Liability insurance

**Ultimate Learning Target
Type: Knowledge**

Broad Learning Target:

- The student can explore the coverage and cost for various insurance products such as health, life, disability, auto, homeowners, renters and liability.

Underpinning Knowledge Learning Targets:

- The student can identify the purposes of different types of insurance.

Underpinning Reasoning Learning Targets:

- The student can explain how individuals should determine which types and the amounts of insurance to choose.

Underpinning Skills Learning Targets:

- The student can research the likelihood that disability and life insurance is needed to replace an income stream.

Content Elaborations

Individuals choose different amounts of insurance coverage based on willingness to accept risk, their occupation, lifestyle, age, financial profile and the prices of insurance. Individuals may be required by governments or certain types of contracts (such as home mortgages) to purchase insurance. Health insurance provides funds to pay for preventative care and treatment of illness or injury.

Disability insurance provides funds to replace income lost while an individual is ill or injured and unable to work. Property and casualty insurance (including renters insurance) pays for damage or loss to the insured person's property and may include liability coverage. Most life insurance benefits are paid to the insured person's beneficiaries in the event of the policyholder's death.

Instructional Strategies

NGPF Insurance Unit, Lesson 1. Intro to Insurance - Students analyze which factors impact the price of premiums for different types of insurance by matching different factors (ie. age, gender, occupation, etc.) with the types of insurance premium they impact (ie life insurance, health insurance, etc.)

NGPF Insurance Unit, Lesson 2. Auto Insurance - Students examine types of car insurance and apply them to various scenarios.

NGPF Insurance Unit, Lesson 3. Renters and Homeowners Insurance - Students explore a Renters Insurance Agreement in more detail to understand its various components and complete a data crunch to compare premiums for homeowners and renters insurance.

NGPF Insurance Unit, Lesson 4. How Health Insurance Works - Students complete tables on the cost of medical care and types of health insurance plans.

NGPF Insurance Unit, Lesson 5. How to Access Health Insurance - Students conduct a scavenger hunt to find out what marketplace health insurance plans cover and explore health insurance programs in their state.

NGPF Insurance Unit, Lesson 6. Other Types of Insurance - Students compare long-term and short-term disability insurance and determine if they need life insurance.

EVERFI Insurance Module - Students will explore the importance of devising a risk management strategy that includes personal and financial precautionary measures—with an emphasis on insurance.

Sample Assessments and Performance Tasks

What is an insurance premium?

What factors contribute to the amount of your car insurance premium?

Suppose your renter's insurance policy costs \$30/month and has a \$500 deductible. If someone breaks into your house and steals your \$1100 computer, how much would your insurance company pay?

Why might you choose to get long term disability insurance even if you already have health insurance?

Which individual below will likely have the most expensive health insurance premiums?

Supplemental Instructional Resources

[Next Gen Personal Finance \(NGPF\) Curriculum Insurance Unit](#)

- Lesson 1 - Intro to Insurance
- Lesson 2 - Auto Insurance
- Lesson 3 - Renters & Homeowners Insurance
- Lesson 4 - How Health Insurance Works
- Lesson 5 - How to Access Health Insurance
- Lesson 6 - Other Types of Insurance

[NGPF Personal Finance Dictionary](#)

[Insurance Premiums, Deductibles + Limits](#)

[What's the difference between long term and short term disability insurance?](#)