

**Wilson Area School District  
Planned Course Guide**

Title of planned course: Personal Finance

Subject Area: Business Grade Level: 9-12

Course Description: Students will learn a variety of money management skills they can use now and throughout their lives. They will develop strategies for creating a budget, using a checkbook, managing savings and investments, taking out loans, using credit wisely, purchasing a car and insurance as well as buying a house or renting a property. Emphasis will also be placed on careers in finance and the legal aspect of making informed financial decisions.

Time/Credit for this Course: Full year/1.0 credit

Curriculum Writing Committee: Daniel Loudenslager

**Wilson Area School District  
Planned Course Materials**

Course Title: Personal Finance

Textbook:	<u>Managing Your Personal Finances 6e</u>	(title)
	<u>South-Western/Cengage Learning</u>	(publisher)
	<u>2009</u>	(copyright date)
	<u>www.cengage.com</u>	(web address)

Supplemental Books: None at this time. Will build supplementary materials as individual lessons are planned.

Teacher Resources: None at this time. Will build supplementary materials as individual lessons are planned.

## **Curriculum Map**

August: Career Decisions

September: Career Decisions

October: Career Decisions/Money Management

November: Money Management

December: Financial Security

January: Financial Security/Credit Management

February: Credit Management/Resource Management

March: Resource Management

April: Risk Management

May: Consumer Rights and Responsibilities

June: Consumer Rights and Responsibilities

## Scope & Sequence

Planned Course: Personal Finance

Unit: Career Decisions

Time frame: 6 weeks

State Standards: 13.1.11A-H, 13.2.11A-D, 13.2.8E, 13.3.8A, 13.3.11F-G, 1.4.8C, 1.4.11E, 1.2.8A, 1.4.3B, 1.5.8A-DG, 1.5.11E-F, 1.6.11A-E, 1.8.5A-C

Anchor(s) or adopted anchor:

Essential content/objectives: At end of the unit, students will be prepared to make career decisions and develop the necessary tools to get and keep temporary, part-time, or full-time employment.

Core Activities: Students will complete/participate in the following: Perform job searches using Monster.com, identifying job requirements, job responsibilities, etc., complete a self-assessment inventory; college searches for required degree, develop a career plan, application letter, resume, mock interviews.

Extensions: Compose a job search research paper. Complete the process of applying for a job and the follow up. Modified writing assignments.

Remediation: Complete a job search worksheet. Complete an outline for the process of applying for a job and the follow up. Modified writing assignments. Print the class notes and review worksheet.

Instructional Methods: direct instruction, guided and independent reading, large and small group discussion and activities, independent practice and projects, simulations

Materials & Resources: Teacher generated worksheets, Internet Explorer, Word Processing software, articles

Assessments:

Formative: Observation, multi-level questioning, discussions, writing response, homework assignments, rubrics, quizzes

Summative: Chapter quizzes or projects, unit test

## Scope & Sequence

Planned Course: Personal Finance

Unit: Money Management

Time frame: 5 weeks

State Standards: 2.1.8A, 2.2.8AB, 2.3.8B, 1.2.8A, 1.4.3B, 1.5.8A-DG, 1.5.11E-F, 1.6.11A-E, 13.3.11D, 11.1.12E

Anchor(s) or adopted anchor:

Essential content/objectives: Upon completion of this unit, students will examine paychecks and benefits and learn about preparing federal income tax. Students will study financial management by preparing financial records, defining contracts and major parts, and identifying banking services and fees. Students will use and keep a checking account.

Core Activities: Complete a payroll simulation; Internet search on job benefits; prepare a 1040ez form; prepare a simple budget; open a checking account, write checks, use a checkbook register, and complete a bank reconciliation.

Extensions: Include over-time, salary, commission, or additional deductions in payroll simulation; prepare 1040A form; additional research or writing assignments.

Remediation: Partially completed payroll, budget, tax form, or checking account simulation; modified research or writing assignment; print class notes and review worksheet.

Instructional Methods: Direct instruction, guided and independent reading, large and small group discussion and activities, independent practice and projects, simulations.

Materials & Resources: Teacher generated worksheets, Internet Explorer, spreadsheet and word processing software, articles.

Assessments:

Formative: Observation, multilevel questioning, writing response, discussion, homework assignments, quizzes, rubrics

Summative: Chapter quiz or project, unit test

## **Scope & Sequence**

Planned Course: Personal Finance

Unit: Financial Security

Time frame: 6 weeks

State Standards: 6.5.12G, 11.1.12B, 2.1.8A, 2.2.8A-B, 1.2.8A, 1.4.11B, 1.4.3B, 1.5.8A-DG, 1.5.11E-F, 1.6.11A-E,

Anchor(s) or adopted anchor:

Essential content/objectives: At end of the unit, students will assess the need for and explore various options for saving and investing for the future and for retirement.

Core Activities: Interest comparison between various investment options; create stages of investment chart; investment options presentation; mini stock market competition; retirement needs checklist.

Extensions: Research paper on best investment option comparing risk and return; create stages of investment presentation; compare several investment options and provide a presentation on best option; students practice process of buying and selling stock in a class competition; students create a research paper from retirement needs checklist.

Remediation: Teacher guided lesson for calculating interest; students list the stages of investment; students define various investment options; class chooses stocks and keeps track of progress as a class; student explains a retirement needs checklist.

Instructional Methods: Direct instruction, guided and independent reading, large and small group discussion and activities, independent practice and projects, videos.

Materials & Resources: Teacher generated worksheets, Internet Explorer, word processing software, articles.

Assessments:

Formative: Observation, multi-level questioning, writing response, discussion, homework assignments, quizzes, rubrics

Summative: Chapter quiz or project, unit test

## Scope & Sequence

Planned Course: Personal Finance

Unit: Credit Management

Time frame: 3 weeks

State Standards: 11.1.9B, 2.1.8A, 2.2.8A-B, 1.2.8A, 1.4.3B, 1.5.8A-DG, 1.5.11E-F, 1.6.11A-E

Anchor(s) or adopted anchor:

Essential content/objectives: At end of the unit, students will explain the advantages and disadvantages of credit to consumers in the American economy. Students will identify credit laws, responsibilities associated with consumer credit and credit problems; and explain how to successfully manage credit and avoid credit problems.

Core Activities: Students will complete/participate in the following: Advantages and disadvantages of credit activity, analyzing credit card offers, identify the steps to get started, using credit, prepare a project on credit card fraud, present bankruptcy cases to class, cost of credit presentation.

Extensions: Presentations using visual aids, prepare a credit card offer, explain and demonstrate the steps in applying for credit, create a research paper on a fraud case and explain how it could have been avoided, analyze a bankruptcy case and decide if it was the best option, presentation of how the costs of credit cards will affect the consumer.

Remediation: Modified presentation and paper requirements, list and define concepts of credit, summarize bankruptcy and fraud cases, prints class notes and completes a review worksheet.

Instructional Methods: Direct instruction, guided and independent reading, large and small group discussion and activities, independent practice and projects, videos, simulations.

Materials & Resources: Teacher generated worksheets, Internet Explorer, word processing software, articles, videos.

Assessments:

Formative: Observation, multi-level questioning, writing response, discussion, homework assignment, quiz, rubric

Summative: Chapter quiz or project, unit test

## Scope & Sequence

Planned Course: Personal Finance

Unit: Resource Management

Time frame: 7 weeks

State Standards: 6.3.12B, 6.3.9D, 6.3.6E, 11.1.12C, 11.2.6G, 2.1.8A, 2.2.8A-B, 1.2.8A, 1.4.3B, 1.5.8A-DG, 1.5.11E-F, 1.6.11A-E, 1.8.5A-C

Anchor(s) or adopted anchor:

Essential content/objectives: At end of the unit, students will analyze good personal and family decisions based on needs and wants. Students will compare the concepts of renting or buying housing; and explain the steps of the car-buying and maintaining process.

Core Activities: Students will complete/participate in the following: Apply the decision-making process to solve consumer problems, plan for a major purchase, compare renting and buying housing, buying and maintaining a car simulation, discuss important family decisions.

Extensions: Choose a real world consumer problem and present the decision-making process, provide a presentation of how to make the decision whether to buy or rent a house in a given area, prepare a paper analyzing the importance of family plans and live uncertainties, complete a research project analyzing the current housing market.

Remediation: Explain the decision-making process, list the considerations needed before making a major purchase, identify the advantages and disadvantages of renting and buying a home as a comparison table, explain the process of buying and maintaining a car, prepare a paper explaining the importance of family plans and life uncertainties.

Instructional Methods: Direct instruction, guided and independent reading, large and small group discussion and activities, independent practice and projects, simulations.

Materials & Resources: Teacher generated worksheets, Internet Explorer, various software applications, articles, videos.

Assessments:

Formative: Observation, multi-level questioning, writing response, discussion, homework assignment, quiz, rubric

Summative: Chapter quiz or project, unit test



### **Scope & Sequence**

Planned Course: Personal Finance

Unit: Risk Management

Time frame: 3-4 weeks

State Standards: 1.2.8A, 1.4.3B, 1.5.8A-DG, 1.5.11E-F, 1.6.11A-E

Anchor(s) or adopted anchor:

Essential content/objectives: At end of the unit, students will analyze risk management and its effects. Students will examine different types of risk and the strategies to manage those risks.

Core Activities: Students will complete/participate in the following: Explain the types of risk, create a risk management plan, compare renter's and homeowner's insurance, discuss the concept of automobile insurance and its coverage, describe the types of health, disability, and life insurance.

Extensions: Create a presentation with real world examples of the effects of each type of risk, create a risk management plan based on student's life and have peer grading, analyze the coverage provided by renter's and homeowner's insurance with specific forms of damage, get a free automobile insurance quote based on the student's dream car and present the coverage they will receive, explain the types of health, disability, and life insurance.

Remediation: Create a chart defining the types of risk, describe the importance of a risk management plan, make a diagram comparing the coverage of renter's and homeowner's insurance, define the five basic types of automobile insurance, create a chart listing the types and coverage of health, disability, and life insurance.

Instructional Methods: Direct instruction, guided and independent reading, large and small group discussion and activity, independent practice and projects, videos.

Materials & Resources: Teacher generated worksheets, Internet Explorer, various software applications, articles, videos.

Assessments:

Formative: Observation, multi-level questioning, writing response, discussion, homework assignment, quiz, rubric

Summative: Chapter quiz or project, unit test

## Scope & Sequence

Planned Course: Personal Finance

Unit: Consumer Rights and Responsibilities

Time frame: 4-5 weeks

State Standards: 6.1.12AB, 6.2.6BC, 6.3.9A, 11.1.9D, 2.1.8A, 2.2.8A-B, 1.2.8A, 1.4.3B, 1.5.8A-DG, 1.5.11EF, 1.6.11A-E, 1.8.5A-C

Anchor(s) or adopted anchor:

Essential content/objectives: At end of the unit, students will examine the economic systems and explain the rights and responsibilities of consumers. Students will explore federal agencies and the legal system that are put in place to protect consumers in the market.

Core Activities: Students will complete/participate in the following: Compare the three major types of economic systems; discuss basic characteristics and parts of a market economy; describe the role of money in a market economy; describe various deceptive practices and how to avoid those as a responsible consumer; discuss the Consumer Bill of Rights, federal consumer protection laws, and consumer assistance agencies; describe the structure of the legal system in the US; explain legal procedures during court proceedings; explain consumer remedies available to consumers.

Extensions: Provide a presentation on specific countries using the three economic systems; design a poster portraying the effects of changes in the elements of a market economy; compose a story of how you would use deceptive practices on consumers, then another story of how you, as a consumer would identify these practices; complete a think-pair-share or jig-saw activity on consumer bill of rights and federal consumer protection laws; create and present a poster on the legal system; perform a mock trial demonstrating court procedures; role play alternative dispute resolutions.

Remediation: Have students list or define rather than explain and present; create comparison charts and diagrams.

Instructional Methods: Direct instruction, guided and independent reading, large and small group discussion and activities, independent practice and projects, videos.

Materials & Resources: Teacher generated worksheets, Internet Explorer, various software applications, articles, videos

Assessments:

Formative: Observation, multi-level questioning, writing response, discussion, homework assignment; quiz, rubric.

Summative: Chapter quiz or project, unit test