

Course Title: Personal Finance

Unit: 1	Consumer Decisions and Behavior
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Content Standard(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 1. Compare factors that impact consumer purchasing decisions throughout the life span. Examples: personal choice and values, attitudes, wants and needs, social influences 2. Describe state and federal consumer protection laws for individuals and families, including identity protection and credit laws. 3. Determine procedures for resolving consumer problems and complaints. 4. Explain the importance of taking responsibility for personal financial decisions.
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Learning Objective(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 1. Examine factors that affect purchasing decisions throughout the lifecycle. 2. Identify state and federal consumer protection laws. 3. Explore procedures for resolving consumer problems and complaints. 4. Discuss the importance of taking responsibility for personal financial decisions.
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Essential Question(s):	<p>What factors impact consumer purchasing decisions throughout the life span? How are consumers protected in the market place by state and federal laws? How can consumers resolve their problems and complaints in the market place? Why is it important for individuals and families to take responsibility for their personal financial decisions? Why is it important to have management and consumer spending skills ?</p>
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<p>I. Consumer Decisions and Behavior</p> <p>A. Factors that Impact Consumer Purchasing Decisions Throughout the Life Cycle</p> <ol style="list-style-type: none"> 1. Personal choice and values 2. Attitudes 3. Wants and needs 4. Social influence 	<p>5 +1 Discussion: Teacher discusses how wants and needs influence consumer decisions.</p> <p>PowerPoint Presentation: Factors that Impact Consumer Purchasing Decisions Throughout the Life Cycle</p> <ul style="list-style-type: none"> • Personal choice and values • Attitudes • Wants and needs 	<p>Lead Questions</p> <p>PowerPoint Presentation Examples of Things Students Value, Want and Need Computer CTX Lead Questions</p>

<p>B. Consumer Protection Laws</p> <ol style="list-style-type: none"> 1. Identify protection 2. Credit laws <p>C. Procedures for Resolving Consumer Problems and Complaints</p>	<ul style="list-style-type: none"> • Social influence <p>Carousel Brainstorming Session: On posters, the teacher writes questions or topics related to the concepts listed below. Students react to how these concepts impact consumer purchasing decisions.</p> <ul style="list-style-type: none"> • Cost • Quality • Style <p>Students share out comments made after the rotation is completed.</p> <p>Think, Pair, and Share: Students pair with another student and discuss how advertising affects what they buy. All students discuss their findings collaboratively.</p> <p>Research on Consumer Laws: Students are assigned to groups. Each group researches consumer protection laws and credit laws. Groups present their information to the class.</p> <p>PowerPoint Presentation: Procedures for Resolving Consumer Problems and Complaints</p> <p>Role Play: Students role play situations where consumers are trying to resolve a consumer problem or complaint. Students respond to the actions taken in the role play situations.</p> <p>Writing Activity: Using a situation in a case study, students write a letter to the company identified in the case study</p>	<p>Lead Questions Posters Markers Lead Questions</p> <p>Lead Questions</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References Lead Questions</p> <p>PowerPoint Presentation Computer CTX Lead Questions</p> <p>Guidelines for Activity Role Play Situations Lead Questions</p> <p>Guidelines for Activity Rubric Computers Internet</p>
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<p>D. Taking Responsibility for Personal Financial Decisions</p>	<p>to address the consumer problem identified. Students swap letters with another student. They assume the role of the consumer services representative for the company and respond to the letter. This letter is given to their partner. The partner responds to the letter of response. Share Out.</p> <p>Brainstorming Session: Students discuss what it means to take responsibility for personal and financial decisions.</p> <p>Authentic Questions: Teacher reacts to spontaneous questions from students about personal financial decisions.</p> <p>15 + 10 Discussion: Students explore possible consequences for their personal financial decisions. They share personal examples.</p> <p>Case Studies: Students are provided with case studies of personal financial decisions made by consumers. Students determine what the consequences are for the decisions made and determine possible solutions. Share Out.</p> <p>Brochure On Being a Wise Consumer: Students design a brochure to share with teenagers, college students, or young adults on how to make wise consumer financial decisions.</p>	<p>Web sites References Lead Questions</p> <p>Lead Questions</p> <p>Lead Questions</p> <p>Lead Questions</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References Lead Questions</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References Lead Questions Art Supplies</p>
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Unit Assessment:	Participation in Discussion, Research Project, Writing, Authentic Questions, Case Studies, Brochure on Being a Wise Consumer, and Rubrics
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Unit/Course CTSO Activity:	Members use the Applied Technology STAR Event to create a PowerPoint presentation on consumer decisions, protection laws, or consumer problems for a PTO/PTA meeting.
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Unit/Course Culminating Product:	Brochure on Making Wise Consumer Financial Decisions
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Course/Program Credential(s): <input type="checkbox"/> Credential <input checked="" type="checkbox"/> Certificate <input checked="" type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree <input checked="" type="checkbox"/> Other: AAFCS Pre-Professional Assessment - Personal and Family Finance

Course Title: Personal Finance

Unit: 2 Money Management

**Content Standard(s)
and Depth of
Knowledge Level(s):**

Students will:

5. Determine factors that affect money management, including career choice, education, skills, and economic conditions.
 - Identifying opportunity costs of financial decisions
6. Explain how taxes, government transfer payments, and employee benefits relate to disposable income.
 - Comparing net and gross income
7. Determine practices that allow individuals and families to maintain financial security.
Examples: determining needs and wants, creating a budget, setting goals, keeping records, developing a personal financial plan, saving, investing
8. Compare money-management tools and services available from financial institutions.
Examples: checking and savings account statements, online banking procedures, direct deposit, money transfer services, loans, online payment services
9. Demonstrate procedures for completing and filing income tax forms, including utilizing software in income tax preparation.
 - Explaining terms used in personal tax forms
10. Explain factors that affect creditworthiness.
 - Assessing credit options available to individuals and families
 - Identifying ways to avoid or correct credit problems
 - Analyzing dangers incurred by young adults with credit cards
 - Determining sources, types, and risks of loans for individuals or families
 - Describing the steps in obtaining a credit report
11. Compare benefits of saving and investing for individuals or families, including factors that affect the rate of return on investments, sources of investment information, characteristics of savings and investment options, and stages of investing.
 - Calculating annual interest and annual yield
12. Distinguish between retirement and estate planning options available to individuals and families.
13. Compare types, lengths, and costs of care, life, health, disability, homeowner, and renter insurance, including disability, waiting period, and disability benefits.
 - Exploring the impact of uninsured and underinsured motorists
 - Explaining the difference between independent insurance agencies and franchised agencies

<p style="text-align: center;">Learning Objective(s) and Depth of Knowledge Level(s):</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Analyze factors that affect money management, career choices, education, skills, and economic conditions. 2. Define opportunity cost of financial decisions. 3. Contrast net and gross income. 4. Explain how disposable income is calculated. 5. Analyze practices that allow individuals and families to maintain financial security. 6. Discuss government transfer payments and employee benefits. 7. Create a budget based on an individual's or families' needs and wants. 8. Develop a personal financial plan. 9. Determine factors that influence personal financial security. 10. Determine the difference between needs and wants. 11. Determine the services and money-management tools provided by financial institutions. 12. Explain terms used in personal tax forms. 13. Prepare personal taxes using income tax software. 14. Compare the advantages and disadvantages of using credit. 15. Explain how to manage credit responsibly. 16. Explain how to obtain a credit report. 17. Critique sources, types and risks of loans. 18. Compare investment options. 19. Differentiate between saving and investing. 20. Calculate annual interest and annual yield. 21. Compare and contrast retirement and estate planning. 22. Evaluate the types of insurance available to consumers. 23. Explore the impact of uninsured and underinsured motorists. 24. Distinguish between independent insurance agencies and franchised agencies.
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<p>Essential Question(s):</p>	<p>What factors affect money management of an individual or family? How are money management and consumer spending skills used to produce a financially secure individual or family? What practices allow individuals and families to maintain financial security? What money management tools and services are available to consumers from financial institutions? What factors affect creditworthiness? What is the process used for completing and filing personal income taxes? What are the benefits of saving and investing financial resources? What types of insurance are available for individuals and families How does an individual or family determine their insurance needs?</p>
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<p>II. Money Management</p> <p>A. Factors Affecting Money Management</p> <ol style="list-style-type: none">1. Career choice2. Education3. Skills4. Economic conditions5. Opportunity costs of financial decisions <p>B. Disposable Income</p> <ol style="list-style-type: none">1. Gross income2. Net income3. Taxes4. Government transfer payments5. Employee benefits	<p>10 +2 Discussion: Teacher discusses the benefits of financial planning.</p> <p>PowerPoint Presentation: Factors Affecting Money Management</p> <ul style="list-style-type: none">• Career Choice• Education• Skills• Economic Conditions• Opportunity costs of Financial Decisions <p>Buzz Sessions: Students discuss their post- high school options that will impact their money management.</p> <p>Financial Portfolio: <i>Students place all information and correspondence in a financial portfolio. Such as: Personal Balance Sheet – assets vs. liabilities: Students will be guided to create a balance sheet on the choices they plan for the future.</i></p> <p>Teacher Talk: The teacher discusses the types of income, disposable income, gross income, net income, tax obligations, government transfer payments, and employee benefits.</p> <p>Guided Practice: With the assistance from the teacher, using various salaries, gross incomes, and net incomes, students identify tax brackets.</p> <p>Extra Credit: If students are working, they determine their tax bracket based on their salary, gross income, and net income.</p>	<p>Lead Questions Bulletin board or posters on factors</p> <p>PowerPoint Presentation Computer CTX Lead Questions</p> <p>Lead Questions</p> <p>Guidelines for Financial Portfolio Financial Portfolio Entries</p> <p>Lead Questions</p> <p>Problems Including: Salaries, Gross Income, and Net Income Tax Brackets</p> <p>Guidelines for Activity</p>

<p>C. Practices Leading to Financial Security</p> <ol style="list-style-type: none"> Determining needs and wants Setting goals 	<p>15 + 10 Discussion: Teacher discusses information identified on a pay stub.</p> <p>Teacher Talk: Teacher discusses government transfer payments.</p> <p>Listen-Think-Pair-Share: In pairs, students identify types of benefits available to employees. Share Out.</p> <p>Brainstorming/Discussion: Students discuss needs and wants of individuals and families throughout the life span.</p> <p>PowerPoint Presentation: Practices Leading to Financial Security</p> <ul style="list-style-type: none"> Determining Needs and Wants Setting Goals Creating a Budget Keeping Records Savings Investment Developing a Financial Plan <p>Teacher Talk: Teacher discusses how setting goals impact financial security.</p> <p>Think-Ink-Pair-Share: Students write one long term goal and three short terms goals to help them become financially secure. Students choose a partner and share their goals.</p> <p>Case Studies: Students are provided with case studies of individuals or families. They determine what are the individual's or families' goals, needs, and wants. They explain how these factors affect the individual's or families' financial security.</p>	<p>Lead Questions Pay Stub Examples</p> <p>Lead Questions</p> <p>Lead Questions</p> <p>Lead Questions Stages of the Life Span</p> <p>PowerPoint Presentation Computer CTX Lead Questions</p> <p>Lead Questions</p> <p>Lead Questions</p> <p>Guidelines for Activity Computers Internet Web sites References Case Studies Lead Questions</p>
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3. Creating a budget

PowerPoint Presentation:

Creating a Budget

- Benefits of Budgeting
- Identifying Goals
- Determining Assets, Liabilities, and Net Worth (Balance Sheet)
- Estimate Income
- Estimate Expenses
- Savings
- Balancing the Budget
- Using the Budget
- Evaluating Budget
- Revising budget
- Software Programs
- Using Professionals

Jumbled Summary:

The teacher presents steps of the budget process that are not in order of the correct process. Students reorder the steps so that the process is in the correct order for creating a budget.

Guided Practice:

Using a case study and balance sheet, the teacher and students work through the steps of creating a budget for the family identified in the case study.

Budget Project:

Students are provided with case studies on an individual or family. They create a budget to meet the goals, needs, and wants within the financial resources as identified in the case studies. Share Out.

PowerPoint Presentation

Computer

CTX

Lead Questions

Steps in Creating a Budget

Sample Budgets

Steps of the Budget

Lead Questions

Case Study

Balance Sheet

Lead Questions

Guidelines for Activity

Rubric

Computer

Internet

Web sites

References

Lead Questions

Balance Sheet

Case Studies

4. Keeping records

Guided Practice Using Software:
Using a case study and a software program, the teacher and students work through the steps of creating a budget for the family identified in the case study.

Budget Project Using Software:
Students are provided with case studies of an individual or family. They are to create a budget to meet their goals, needs, and wants within the financial resources identified. They create the budget by using a software program. Share Out.

Extra Credit:
If students are working or have an allowance, they create a budget based on their income.

PowerPoint Presentation:
Keeping Records

- Reasons for Keeping Records and Documents
- Types of Records and Documents to Keep
- How to Store Records and Documents
- How Long to Keep Records and Documents
- Software Programs

Case Study:
Students are provided case studies of individuals or families. A list of records and documents the individual or family has is described in the case studies. Students determine what records the family should keep, how long they should keep the records, and how they should store the records and documents. Share Out.

Extra Credit:
If students are working or have an allowance, they identify what records and documents they need to keep.

Case Study
Software Program
Lead Questions
Computer
CTX

Case Study
Software Program
Lead Questions
Computer
CTX
Rubric

Guidelines for Activity
Rubric

PowerPoint Presentation
Computer
CTX
Lead Questions
Samples of Records and Documents
Software Packages

Guidelines for Activity
Rubric
Computer
Internet
Web sites
References
Lead Questions
Balance Sheet
Case Studies

Guidelines for Activity

<p>5. Savings</p>	<p>PowerPoint Presentation: Savings</p> <ul style="list-style-type: none"> • Benefits of Saving • Why Consumers Need to Save • Creating a Savings Plan • Saving Earnings • Savings Options <p>Guided Practice: Using a case study, the teacher and students work through the steps of creating a savings plan for the family described in the case study. The best savings options for the family are discussed.</p> <p>Savings Plan Project: Students are provided with case studies of an individual or family. They are to create a savings plan for the individual or family. In the case study goals, needs, wants, and financial resources are identified. Students develop a savings plan including savings options for the individual or family. Share Out</p> <p>Extra Credit: If students are working or have an allowance, they create a savings plan and identify what savings options they will use in their savings plan.</p> <p>Think-Pair-Share: Students will be asked to pair with another student. They make a list of events that could damage or destroy an individual's or families' financial security. Share Out.</p>	<p>PowerPoint Presentation Computer CTX</p> <p>Case Study Lead Questions</p> <p>Guidelines for Savings Plan Rubric Computers Internet Web sites References Case Studies Lead Questions</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References</p> <p>Lead Questions</p>
<p>6. Investment</p>	<p>15 + 10 Discussion: Teacher discusses the advantages and risks of investments and identifies types of investment options.</p>	<p>Lead Questions</p>

<p>E. Filing Income Tax</p> <ol style="list-style-type: none"> 1. Completing 2. Filing 3. Software in income tax preparation 4. Income tax forms 	<p>Brochure: Students research the types of financial institutions available to consumers. They create a brochure for use by consumers that identify the types of financial institutions, services offered, rates or fees required, and security of deposits. Share Out.</p> <p>Demonstration, Virtual Fieldtrip, Simulation: Students are shown how to write and endorse a check. Procedures for balancing a checkbook are demonstrated. Students are given \$500.00 and allowed to go on a virtual shopping trip. Checks are written for everything bought and the checking account is balanced.</p> <p>Field Trip to Bank or Financial Institution: Prior to the field trip students pair up and create a checklist of services that may be provided by a financial institution. On the field trip they determine what services are provided and what services are not provided by the financial institution. They report their findings.</p> <p>5+1 Discussion: Teacher reviews the purposes of income taxes to students.</p> <p>PowerPoint Presentation: Completing and Filing Income Taxes</p> <ul style="list-style-type: none"> • Types of Income Taxes • Completing • Filing • Software in Income Tax Preparation • Income Tax forms <p>Listen-Think-Pair-Share: Teacher asks students: Are there any expenses or services an individual or family could cut in order to lower taxes. Students will pair up, discuss and</p>	<p>Guidelines for Activity Rubric Computers Internet Web sites References Art Supplies</p> <p>Guidelines for Activity Lead Questions Digital Visual Document Presenter Computer Internet Checkbooks</p> <p>Arrangements for Field Trip Permission Slips Lead Questions</p> <p>Lead Questions</p> <p>PowerPoint Presentation Computer CTX Lead Questions Examples of Income Tax Returns Forms</p> <p>Lead Questions</p>
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<p>F. Factors Affecting Creditworthiness</p> <ol style="list-style-type: none"> 1. Credit options 2. Ways to avoid or correct credit problems 3. Dangers of young adults and credit cards 4. Loans 5. Obtaining a credit report 	<p>share their ideas with other students.</p> <p>Guided Practice: The teacher and students walk through the procedures to file an income tax form for a family.</p> <p>Case Study/Simulation: Using the financial records for an individual or family, students file taxes for the individual or family identified in the case study.</p> <p>Teacher Demonstration: The teacher demonstrates how to file income taxes electronically.</p> <p>PowerPoint Presentation: Factors Affecting Creditworthiness</p> <ul style="list-style-type: none"> • Credit Options • Ways to Avoid or Correct Credit Problems • Dangers of Young Adults and Credit Cards • Loans • Obtaining a Credit Report • Increasing Credit Scores <p>Guest Speaker: A guest speaker from a Credit Union, Bank, or Better Business Bureau discusses credit options, ways to avoid or correct credit problems, dangers of young adults and credit cards, loans, and how to obtain a credit report</p>	<p>Lead Questions Computer CTX Internet Software Program Tax Forms Family Financial Records</p> <p>Guidelines for Activity Rubric Computers Internet Web sites Tax forms 1040 – EZ, W-2 and W-4 Internet Complimentary Demonstration of Tax Program</p> <p>Computer Internet Software Financial Records</p> <p>PowerPoint Presentation Computer CTX Lead Questions</p> <p>Make Arrangements for Guest Speaker Lead Questions</p>
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	<p>Games: Students practice their knowledge of credit on the following website (www.controlyourcredit.gov)</p> <p>Guided Practice: The teacher and students determine the costs of credit.</p> <ul style="list-style-type: none"> • Type of Credit • APR • Amount of Credit • Repayment Length <p>Teacher Talk: The teacher discusses the process for establishing credit.</p> <p>Guided Practice: The teacher and students read a credit contract and/or agreement. Terminology is defined. Throughout the review of the document, the teacher stresses that the contract or agreement is a legal document. Students develop a list of important terms to be aware of when signing an agreement or contract.</p> <p>Case Study: Students review two case studies and decide if the individuals or families represented in the case studies should choose to use credit. If so, they select the credit option(s) that are the best solutions to their financial security. Report Out.</p> <p>Teacher Talk: The teacher discusses the importance of having a good credit report.</p>	<p>Guidelines for Game Computers Internet www.controlyourcredit.gov Lead Questions</p> <p>Lead Questions Interest Tables Situations Examples</p> <p>Lead Questions</p> <p>Copies of Contract Copies of Agreements Computer CTX Internet Software Lead Questions.</p> <p>Guidelines for Activity Computer Internet Web sites References Lead Questions Case Studies</p> <p>Lead Questions</p>
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<p>G. Benefits of Saving and Investing</p> <ol style="list-style-type: none"> 1. Rate of return 2. Sources of investment information 3. Savings and investment options 4. Stages of investment 5. Calculating annual interest and annual yield 	<p>Research Report: Students are provided with a case study of an individual or family. A description of the financial resources is provided. Students contact a car dealership, bank, and mortgage company to determine if the individual or family could receive a loan for a new car due to their credit rating. Share Out.</p> <p>Simulation: Students use the Internet to identify the processes of obtaining a credit card and a credit report.</p> <p>Poster: Students research consumer credit legislation. They identify the legislation and describe the mandates in the legislation that protects consumers. They select one of the pieces of legislation and design a poster to communicate how the legislation protects consumers. Share Out.</p> <p>PowerPoint Presentation: Benefits of Saving and Investing</p> <ul style="list-style-type: none"> • Rate of Return • Sources of Investment Information • Savings and Investment Options • Stages of Investment • Calculating Annual Interest and Annual Yield <p>Simulation: Students choose one of the types of investments below and calculate the annual interest and/or annual yield. Lifespan Saving Options:</p> <ul style="list-style-type: none"> • Bonds 	<p>Guidelines for Activity Computer Internet Web sites References Lead Questions Case Studies Rubric</p> <p>Guidelines for Activity Computer Internet Web sites References Lead Questions</p> <p>Guidelines for Activity Computer Internet Web sites References Lead Questions Poster Board Art Supplies</p> <p>PowerPoint Presentation Computer CTX Lead Questions</p> <p>Guidelines for Activity Computer Internet Web sites References Lead Questions Simulations</p>
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H. Retirement and Estate Planning Options

- Passbook
- IRAs
- CDs
- Money Markets

Guest Speaker:

A Loan Officer or Investment Broker discusses options available to consumers to save and invest their financial resources.

PowerPoint Presentation:

Retirement Planning

- Importance of Planning for Retirement
- Retirement Income
- Types of Retirement Plans/Accounts
 - Pension plans
 - 401 (k) plans
 - 403 (b) plans
 - IRAs
 - Keogh Plans

Brochure:

Students select one of the types of retirement plans or accounts available to consumers. They develop a brochure for consumers explaining the retirement plan. Share out.

PowerPoint Presentation:

Estate Planning

- The Importance of Estate Planning
- Documents Used in Estate Planning
 - Wills
 - Living Trust
 - Power of Attorney
 - Living wills
 - Trusts

Make arrangements for Guest Speaker
Lead Questions

PowerPoint Presentation
Computer
CTX
Lead Questions
Sample of Plans

Guidelines for Activity
Computer
Internet
Web sites
References
Lead Questions

PowerPoint Presentation
Computer
CTX
Lead Questions
Sample Documents

<p>I. Insurance</p> <ol style="list-style-type: none"> 1. Types of insurance agencies 2. Life 3. Health 4. Disability 5. Homeowner 6. Renter 7. Impact of uninsured and underinsured motorists 	<p>Case Studies: Students are provided with case studies on an individual or family. The case studies describe the individual's or families' financial resources. Based on the information included in the case studies, students create a retirement plan and estate plan for the individual or family situation in the case studies. They justify their reasons for selecting the options included in the retirement and investment plans.</p> <p>Guest Speaker: A financial planner/attorney/investment broker speaks to students about planning for retirement, creating a will, and estate planning.</p> <p>PowerPoint Presentation: Insurance</p> <ul style="list-style-type: none"> • Types of Insurance Agencies • Types of Insurance <ul style="list-style-type: none"> - Life - Health - Disability - Homeowner - Renter • Impact of Uninsured and Underinsured Motorists <p>Group Investigation: Divide the class into five groups and assign each group a type of insurance to research. Students create a presentation including a PowerPoint on the benefits, needs and cost of the insurance. Report Out.</p>	<p>Guidelines for Activity Computer Internet Web sites References Lead Questions Case Studies</p> <p>Guest Speaker Lead Questions</p> <p>PowerPoint Presentation http://www.insurance.mo.gov/consumer/teens/educators.htm Computer CTX Lead Questions</p> <p>Guidelines for Research/PowerPoint Rubric for Research/PowerPoint Computer Internet Web sites References Lead Questions Guidelines for Presentation Rubric for Presentation</p>
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	<p>Case Studies: Students are provided with case studies. In each case study a situation is described where an individual or a family needs to be protected by insurance. Students select the appropriate insurance to meet the needs and within the financial resources available for the individual or family described in the case study. Students justify their selections. Report Out.</p> <p>Think-Pair-Share: Students pair up. They are asked to research what impact uninsured and underinsured motorists have on a motorist's expenses if damages are incurred during an automobile accident. Share Out.</p> <p>Quick Write: Students research Alabama's legislation related to uninsured motorist. They report their thoughts concerning the legislation. Is this good thing? Do we need more legislation?</p>	<p>Guidelines for Research/PowerPoint Rubric for Research/PowerPoint Computer Internet Web sites References Lead Questions Case Studies</p> <p>Lead Questions</p> <p>Guidelines for Research/PowerPoint Rubric for Research/PowerPoint Computer Internet Web sites References Lead Questions</p>
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Unit Assessment:	Participate in Discussion, Research Project, Budget Projects, Guided Practices, Personal Financial Plan Simulation Project, Savings Plan Project, Brochures, Poster, Simulation Tax Forms, Games, Case Studies, Checkbook Activity, Group Investigation, and Rubrics
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Unit/Course CTSO Activity:	Members participate in the National FCCLA Program Financial Fitness.
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Unit/Course Culminating Product:	Budget Project Financial Portfolio
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Course/Program Credential(s): <input type="checkbox"/> Credential <input checked="" type="checkbox"/> Certificate <input checked="" type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree <input checked="" type="checkbox"/> Other AAFCS Pre-Professional Assessment - Personal and Family Finance

Course Title: Personal Finance

Unit: 3	Consumer Spending
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<p>Content Standard(s) and Depth of Knowledge Level(s):</p>	<p>Students will:</p> <ol style="list-style-type: none"> 14. Critique the impact of advertising and sales propaganda on individual and family spending decisions. 15. Analyze shopping skills in relation to individual and family resource management across the life span. <ul style="list-style-type: none"> • Comparing technologically advanced products and services Examples: choosing a telephone service provider, buying a home computer, choosing an Internet service provider 16. Determine strategies for acquiring the most economical product or service. Examples: product research, comparison shopping, shopping plan 17. Determine factors that affect the cost of goods and services, including sales tax, tips, coupons, discounts, and unit pricing. 18. Prioritize steps involved in making consumer purchases, including transportation and housing. <ul style="list-style-type: none"> • Calculating cost and finance charges • Defining terminology associated with consumer purchases • Predicting required maintenance of transportation and housing
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<p>Learning Objective(s) and Depth of Knowledge Level(s):</p>	<p>Students will :</p> <ol style="list-style-type: none"> 1. Critique the affect of advertising and sales propaganda on spending decisions. 2. Assess technological products and services available to individuals and families across the life span. 3. Analyze shopping skills in relation to resource management at various stages of the life span. 4. Evaluate strategies consumers use to acquire the most economical product or service. 5. Explore factors that affect the cost of goods and services. 6. Determine the steps involved in making consumer purchases. 7. Compare the costs of buying and renting housing. 8. Calculate finance charges on various loans. 9. Estimate maintenance of transportation and housing.
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<p>Essential Question(s):</p>	<p>What is the impact of advertising and propaganda on spending decisions? What shopping skills impact individual and family resource management across the life span? How can consumers acquire the most economical products and services? What factors affect the cost of goods and services? What is the impact of management and consumer spending skills on financial security?</p>
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services

- C. Strategies for Acquiring Most Economical Product or Service
1. Product research
 2. Comparison shopping
 3. Shopping plan

Shopping Skills Activity:

Students research technological advanced products and services that impact shopping skills in relation to individual and family financial resources across the life span. They explain how the technological advancement impacts shopping skills for families and individuals across the life span. Share Out.

PowerPoint Presentation:

Strategies for Acquiring Most Economical Product or Service

- Product Research
- Comparison Shopping
- Shopping Plan

Quick Write:

Students conduct research on the impact of “product research” on determining what products are manufactured and services provided and how it impacts the cost of the product or service.

Research Project:

Students research various consumer testing agencies and their publications. They critique products tested by these agencies and reported in their publications. Report Out.

Fact Sheet:

Students develop a fact sheet on: How to use comparison shopping to find the most

Guidelines for Activity
Rubric
Computers
Internet
Web sites
References
Lead Questions
Consumer Related Magazines
Consumer Resources

PowerPoint Presentation
Computer
CTX

Guidelines for Activity
Rubric
Computers
Internet
Web sites
References
Lead Questions

Guidelines for Activity
Rubric
Computers
Internet
Web sites
References
Lead Questions
Consumer Reports
Governmental Agencies

Guidelines for Fact Sheet
Rubric
Computers
Internet

<p>D. Factors that Affect Cost of Goods and Services</p> <ol style="list-style-type: none"> 1. Sales tax 2. Tips 3. Coupons 4. Discounts 5. Unit pricing 	<p>economical products or services. Share Out.</p> <p>Case Studies: Students are provided with case studies on an individual or family. Based on the information provided in the case studies, students develop shopping plans to assist individuals or families to acquire the most economical products or services.</p> <p>Buzz Session: Students discuss factors that affect costs of goods and services.</p> <p>PowerPoint Presentation: Factors that Affect Cost of Goods and Services</p> <ul style="list-style-type: none"> • Sales tax • Tips • Coupons • Discounts • Unit pricing <p>Quick Paper: Students write a quick paper describing how these factors affect the cost of goods and services. Report Out.</p>	<p>Web sites References Lead Questions</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References Lead Questions Case Studies</p> <p>Lead Questions</p> <p>PowerPoint Presentation Computer CTX Lead Questions Examples</p> <p>Guidelines for Paper Rubric Computers Internet Web sites References Lead Questions</p>
<p>E. Steps in Making Consumer Purchases</p> <ol style="list-style-type: none"> 1. Calculation cost of finance charges 	<p>PowerPoint Presentation: Steps in Making Wise Consumer Purchases</p> <p>Guided Practice: The teacher and students calculate the cost of</p>	<p>PowerPoint Presentation Computer CTX Lead Questions</p> <p>A list of the Costs of Various Goods and Services Calculator</p>

<p>2. Defining terminology associated with consumer purchases</p> <p>3. Predicting maintenance of food and nutrition, health care, housing and home furnishings, transportation, clothing and grooming, recreation, and health care</p>	<p>finance charges on various products and services.</p> <p>Research: Students select a large item to purchase and calculate the cost of finance charges. Report Out.</p> <p>Game Activity: Students are divided into groups. Each group develops a game using terminology associated with being a wise consumer in making consumer decisions and purchases. The games to be created are:</p> <ul style="list-style-type: none"> • Bingo • Pictionary • Jeopardy • Go Fishing <p>Groups take turns playing each of the games.</p> <p>Group Investigation: Students select a menu that can be purchased by eating out or prepared at home. They calculate the cost of the meal to determine which of the preparation methods were cheaper based on the following factors:</p> <ul style="list-style-type: none"> • Cost • Selection • Quality • Travel • Time • Nutrition <p>Report Out.</p> <p>Group Work: Students bring in different food items or labels and compare unit price of food items. Comparisons are made on cost and size of</p>	<p>Finance Charges</p> <p>Guidelines for Paper Rubric Computers Internet Web sites References Lead Questions</p> <p>Guidelines for Developing Games Computers Internet Web sites References Rules for Playing the Games Game Props</p> <p>Guidelines for Activity Computers Internet Web sites References Rubric Lead Questions</p> <p>Guidelines for Activity Computers Internet Web sites References</p>
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	<p>product.</p> <p>Consumer Cost of Purchases Research: Students determine the percentage of an individual's or families' budget that is spent in the U.S. on the following categories:</p> <ul style="list-style-type: none"> • Food, Nutrition and Wellness • Clothing and Grooming • Housing and Home Furnishings • Transportation and Maintenance • Health Care • Recreation/Leisure • Savings and Investments <p>Consumer Spending Budget: Students are provided with a case study of an individual or family. Using the percentages of budgetary categories, students plan a budget that addresses spending and savings based on goals, needs, wants, and financial resources of the individual or family.</p> <p>Brochure: Students design a brochure on the topic of "Wise Consumer Spending."</p>	<p>Rubric Lead Questions</p> <p>Guidelines for Activity Computers Internet Web sites References Rubric Lead Questions</p> <p>Guidelines for Activity Computers Internet Web sites References Rubric Lead Questions</p> <p>Guidelines for Activity Computers Internet Web sites References Rubric Lead Questions Art Supplies</p>
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Unit Assessment:	Participation in Discussion, Advertisement Activity, Shopping Skills Activity, Quick Write, Research Project, Fact Sheet, Case Studies, Game Activity, Group Investigation, Presentations, Brochure, Consumer Spending Budget, Class Discussion, and Rubrics
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Unit/Course CTSO Activity:	Members participate in the Financial Planning STAR Event.
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Unit/Course Culminating Product:	Students design a business that sells a product or a service. The product or the service to be provided is designed to meet the needs of a specific age group. Wise Consumer Spending Brochure
Course/Program Credential(s): <input type="checkbox"/> Credential <input checked="" type="checkbox"/> Certificate <input checked="" type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree <input checked="" type="checkbox"/> Other: AAFCS Pre-Professional Assessment - Personal and Family Finance	

Course Title: Personal Finance

Unit: 4	Technology and Careers
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Content Standard(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 19. Determine the impact of technology on personal financial management. 20. Explain career options and entrepreneurial opportunities related to the management of personal financial resources.
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Learning Objective(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 1. Analyze the impact of technology on personal financial management. 2. Explore career options and entrepreneurial opportunities related to financial resources. 3. Determine the education required to obtain a career in personal financial management.
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Essential Question(s):	<p>How has technology impacted personal financial management? What are the career options and entrepreneurial opportunities related to the field of personal financial planning?</p>
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<p>IV. Technology and Careers</p> <p style="padding-left: 20px;">A. Impact of Technology on Personal and Financial Management</p>	<p>10 + 2 Discussion: The teacher discusses how technology has impacted personal financial management.</p> <p>Fact Sheet: Students research one of the following topics and develop a Fact Sheet to assist consumers in using technology that impacts consumer decisions as well as used as a tool to manage consumer resources.</p> <ul style="list-style-type: none"> • How does technology impact consumer decisions? • How is technology used to manage personal finance? 	<p>Lead Question</p> <p>Guidelines for Fact Sheet Rubric Computers Internet Web sites References Lead Questions</p>

<p>B. Career Options and Entrepreneurial Opportunities</p>	<p>Report Out.</p> <p>Research Project on Career Options: Students are assigned various career and entrepreneurial careers in the personal financial management arena. They research the salary, training, and education requirement for the careers. Students develop a career profile to be placed in the class Career File. Report Out.</p> <p>Career Forum: Financial Planner, Banker, Investment Broker, Insurance Agent, Credit Union Representative, University Professor, Product Developer, Marketing Representative, and other individuals discuss their careers. Students develop questions to be addressed at the forum.</p> <p>Coloring Book: Students develop a coloring book for preschoolers that identify career options available in the field of personal financial management. The coloring books are judged and the winning entry is printed and distributed.</p>	<p>Guidelines for Fact Sheet Rubric Computers Internet Web sites References Lead Questions Career File</p> <p>Arrangements for Speakers Lead Questions</p> <p>Guidelines for Coloring Book Rubric Computers Internet Web sites References Lead Questions Art Supplies Team of Judges</p>
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<p>Unit Assessment:</p>	<p>Participation in Discussion, Fact Sheet, Research Project on Career Options, Coloring Book, and Rubrics</p>
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<p>Unit/Course CTSO Activity:</p>	<p>Members participate in the National FCCLA program, Career Connections. Parents, community leaders, and former students participate in a career fair.</p>
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Unit/Course Culminating Product:	Fact Sheet on the Impact of Technology Research Report on Career Options and Entrepreneurial Opportunities Coloring Book on Career Options
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Course/Program Credential(s): Credential Certificate Postsecondary Degree University Degree
 Other: AAFCS Pre-Professional Assessment - Personal and Family Finance