

Unit Title: So, You Want to Be a Millionaire?

INSTRUCTIONAL UNIT AUTHORS

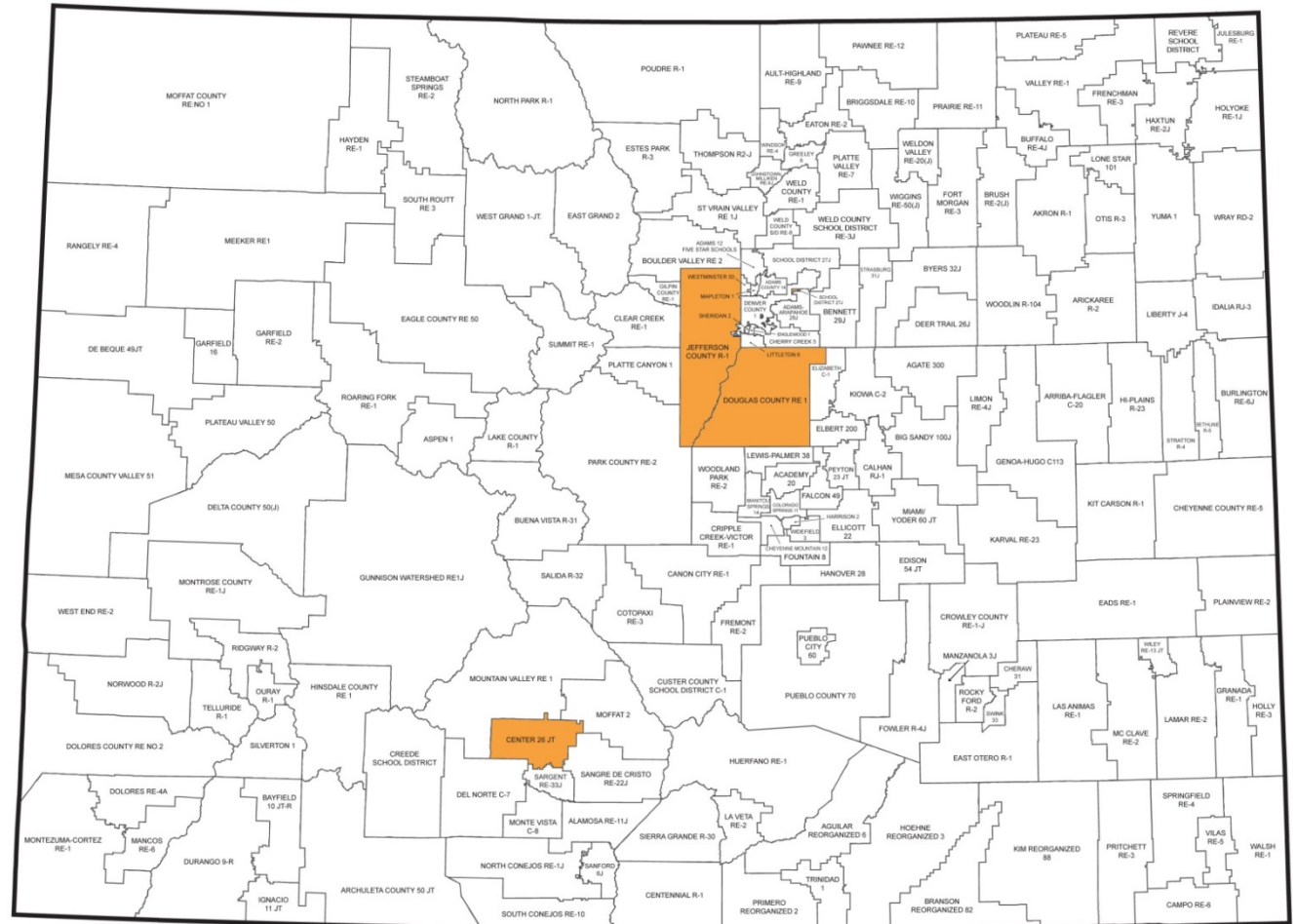
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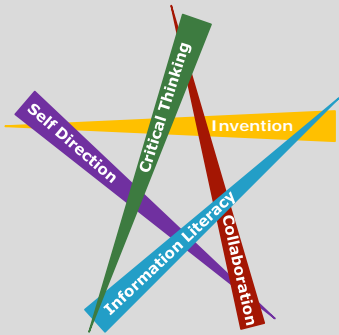


This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.

Colorado Teacher-Authored Sample Instructional Unit

Content Area	Social Studies	Grade Level	High School
Course Name/Course Code	Economics		
Standard	Grade Level Expectations (GLE)	GLE Code	
1. History	N/A		
2. Geography	1. Use different types of maps and geographic tools to analyze features on Earth to investigate and solve geographic questions	SS09-GR.HS-S.2-GLE.1	
	2. Explain and interpret geographic variables that influence the interaction of people, places, and environments	SS09-GR.HS-S.2-GLE.2	
	3. The interconnected nature of the world, its people and places	SS09-GR.HS-S.2-GLE.3	
3. Economics	1. Productive resources - natural, human, capital - are scarce; therefore choices are made about how individuals, businesses, governments, and societies allocate these resources	SS09-GR.HS-S.3-GLE.1	
	2. Economic policies impact markets	SS09-GR.HS-S.3-GLE.2	
	3. Government and competition impact markets	SS09-GR.HS-S.3-GLE.3	
	4. Design, analyze, and apply a financial plan based on short- and long-term financial goals (PFL)	SS09-GR.HS-S.3-GLE.4	
	5. Analyze strategic spending, saving, and investment options to achieve the objectives of diversification, liquidity, income, and growth (PFL)	SS09-GR.HS-S.3-GLE.5	
	6. The components of personal credit to manage credit and debt (PFL)	SS09-GR.HS-S.3-GLE.6	
	7. Identify, develop, and evaluate risk-management strategies (PFL)	SS09-GR.HS-S.3-GLE.7	
4. Civics	1. Research, formulate positions, and engage in appropriate civic participation to address local, state, and national issues or policies	SS09-GR.HS-S.4-GLE.1	
	2. Purposes of and limitations on the foundations, structures and functions of government	SS09-GR.HS-S.4-GLE.2	
	3. Analyze how public policy - domestic and foreign - is developed at the local, state, and national levels and compare how policy-making occurs in other forms of government	SS09-GR.HS-S.4-GLE.3	

Colorado 21st Century Skills



Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*

Reading & Writing Standards for Literacy in History/Social Studies 6 - 12

Reading Standards

- Key Ideas & Details
- Craft And Structure
- Integration of Knowledge and Ideas
- Range of Reading and Levels of Text Complexity

Writing Standards

- Text Types & Purposes
- Production and Distribution of Writing
- Research to Construct and Present Knowledge
- Range of Writing

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
So, You Want to Be a Millionaire?	3 – 5 weeks	5

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Unit Title	So, You Want to Be a Millionaire?		Length of Unit	3-5 weeks	
Focusing Lens(es)	Wealth	Standards and Grade Level Expectations Addressed in this Unit	SS09-GR.HS-S.3-GLE.3 SS09-GR.HS-S.3-GLE.4 SS09-GR.HS-S.3-GLE.5 SS09-GR.HS-S.3-GLE.6 SS09-GR.HS-S.3-GLE.7		
CCSS Reading Standards for Literacy in History/ Social Studies 9-12	Grades 9-10 CCSS.RH.9-10.7 CCSS.RH.9-10.9	Grades 11-12 CCSS.RH.11-12.7 CCSS.RH.11-12.9	CCSS Writing Standards for Literacy in History/ Social Studies 9-12	Grades 9-10 CCSS.WHST.9-10.2 CCSS.WHST.9-10.6 CCSS.WHST.9-10.9	Grades 11-12 CCSS.WHST.11-12.2 CCSS.WHST.11-12.6 CCSS.WHST.11-12.9
Inquiry Questions (Engaging- Debatable):	<ul style="list-style-type: none"> • How can you become a millionaire? (SS09-GR.HS-S.3-GLE.5-EO.b) • What are the best choices for protecting your investments? (SS09-GR.HS-S.3-GLE.5-EO.b) • How does a consumer determine the accuracy, relevancy, and security of financial information? (SS09-GR.HS-S.3-GLE.4-IQ.2) • How does insurance help the individual prepare for the unexpected? (SS09-GR.HS-S.3-GLE.7-IQ.3) 				
Unit Strands	Economics, Personal Financial Literacy				
Concepts	Identity protection, deductions, expenditures, financial plan, insurance, savings, income, investments, liabilities, liquidity, economic cycle, portfolio, economic principles, risk, credit, taxes, diversification, growth, disaster, employment, wealth				

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Investment decisions determine financial growth and future prosperity (SS09-GR.HS-S.3-GLE.5-EO.b,d)	How might changes in the economic cycle affect future earnings on an individual's investments? (SS09-GR.HS-S.3-GLE.5-IQ.2)	What is the consequence of NOT creating an investing portfolio? (SS09-GR.HS-S.3-GLE.5-RA.2)
Insurance may alleviate financial disaster by transferring risk (SS09-GR.HS-S.3-GLE.7-EO.b)	What are the benefits of car, health, life, mortgage, long-term care, liability, disability, home and apartment insurance? (SS09-GR.HS-S.3-GLE.7-EO.a; IQ.1)	How does insurance alleviate risk?
A good credit history facilitates a person's ability to gain employment, manage risk, and plan for the future (SS09-GR.HS-S.3-GLE.6-EO.c; RA. 1,2)	In what ways does credit rating affect purchasing power? (SS09-GR.HS-S.3-GLE.6-EO.c) How does the stability of various lending sources, services and financial institutions protect your credit? (SS09-GR.HS-S.3-GLE.6-EO.a)	Why do people use credit?

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Managing savings and investments through diversification can mitigate unforeseen reductions in wealth and disruptions of income (SS09-GR.HS-S.3-GLE.5-EO.b)	How does a consumer choose between savings options?	How might changes in the economic cycle affect savings? (SS09-GR.HS-S.3-GLE.5-IQ.2)
Effective identity protection secures wealth and assists in the achievement of financial goals (SS09-GR.HS-S.3-GLE.4-EO.b)	What types of technology are available to help protect identity theft?	How can identity fraud be eliminated?

Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> Types of insurance, risk management (SS09-GR.HS-S.3-GLE.7-RA.2) Financial plans (SS09-GR.HS-S.3-GLE.4-EO.a, d) Different types of savings and investment opportunities (SS09-GR.HS-S.3-GLE.5-EO.b) Impact of economic cycles (SS09-GR.HS-S.3-GLE.5-RA.2) Different types of taxes (SS09-GR.HS-S.3-GLE.3-EO.d) Forms of technology used in financial planning and security (SS09-GR.HS-S.3-GLE.4-RA.3) Interest rates (SS09-GR.HS-S.3-GLE.2-RA.1) Components of personal credit (SS09-GR.HS-S.3-GLE.6-RA.1,2) Sources of personal income and any likely deductions and expenditures (SS09-GR.HS-S.3-GLE.4-EO.d) The factors affecting take home pay (SS09-GR.HS-S.3-GLE.4-EO.c) 	<ul style="list-style-type: none"> Calculate interest rates (compound interest, rate of return) (SS09-GR.HS-S.3-GLE.5-IQ.4) Determine risk vs. reward (SS09-GR.HS-S.3-GLE.7-EO.c; RA.2) Develop a personal financial plan (SS09-GR.HS-S.3-GLE.4-EO.a) Develop personal career plan (SS09-GR.HS-S.3-GLE.5-RA.3) Develop a loan payoff schedule (SS09-GR.HS-S.3-GLE.6-EO.c; RA.1) Investigate the legal and personal responsibilities which affect lenders and borrowers (SS09-GR.HS-S.3-GLE.6-EO.b) Determine payment schedules based on interest (SS09-GR.HS-S.3-GLE.6-EO.c; RA.1) Evaluate appropriate insurance coverage (SS09-GR.HS-S.3-GLE.7-EO.b; RA.1) Explain the elements of good credit (SS09-GR.HS-S.3-GLE.6-EO.c) Identify steps to prevent identity theft (SS09-GR.HS-S.3-GLE.4-EO.b) Describe the legal and ethical responsibilities of tax liabilities (SS09-GR.HS-S.3-GLE.4-EO.e)

<p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>Developing investment strategies secures individual wealth.</i></p>
<p>Academic Vocabulary:</p>	<p>Evaluate, describe, differentiate, explain, investigate, identify, make connections, compare and contrast, create, consider, understand</p>
<p>Technical Vocabulary:</p>	<p>Portfolio, lenders, insurance, financial institutions, identity protection, savings and investments, income, borrowers, liquidity, technology, progressive tax, regressive tax, proportional tax, economic cycle, consumer, liabilities, risk, interest rates</p>

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Unit Description:	The focus of this unit is on the creation of wealth and future prosperity. Students will be introduced to concepts of financial planning, wealth and financial management and the protection of one’s wealth and financial prosperity. The unit will culminate in the creation of a financial plan to work towards becoming a millionaire by investing \$150,000.
Considerations:	The key generalization has been modified from “investment decisions determine the level of growth for individual financial portfolios and future prosperity” to “investment decisions determine financial growth and future prosperity”. This change was made to broaden the scope of critical content presented in the unit to go beyond individual portfolios to include content related to multiple aspects of wealth.
Unit Generalizations	
Key Generalization:	Investment decisions determine financial growth and future prosperity
Supporting Generalizations:	Insurance may alleviate financial disaster by transferring risk
	A good credit history facilitates a person’s ability to gain employment, manage risk, and plan for the future
	Managing savings and investments through diversification can mitigate unforeseen reductions in wealth and disruptions of income
	Effective identity protection secures wealth and assists in the achievement of financial goals

Performance Assessment: <i>The capstone/summative assessment for this unit.</i>	
Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Investment decisions determine financial growth and future prosperity
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	<p>Researchers from the National Endowment for Financial Education (NEFE) estimate that 70 percent of people who unexpectedly come into large sums of money end up broke within seven years. You have recently won \$150,000 in the Colorado state lottery! Exciting and scary at the same time! Can you turn your winnings into \$1,000,000? With some wise financial decisions you have the potential to achieve this goal! To get there, you will need to develop a sound financial plan that takes into account the following:</p> <p><i>Section 1: Financial Goals</i> - Develop both short term and long term goals (including time frame) for your winnings</p> <p><i>Section 2: Cost – Benefit Analysis</i> – Based on your financial goals, answer the following question: Do you want to take a lump sum or take the payout over 5 years?</p> <p><i>Section 3: Investment Strategies</i> – What you would invest in (bonds, stocks, etc.) and provide a rationale for each investment (e.g. interest rate, how much to invest, terms of investment, and return on investment, risk, etc.). You should be sure to include charts and graphs illustrating the data for your investments.</p>
Product/Evidence: (Expected product from students)	<p>Students will develop a financial plan to include the 3 sections discussed above.</p> <p>http://tinyurl.com/zm4ddev (Sample Financial Plan - scroll down to page 9)</p> <p>http://www.gguldens.org/lottery.php (Tax rate calculator)</p> <p>http://www.daveramsey.com/article/investing-calculator/lifeandmoney_investing/#/entry_form (Investment calculator)</p> <p>http://www.dallasfed.org/microsites/cd/wealth/online/tools.html (Tools for building wealth)</p>
Differentiation: (Multiple modes for student expression)	Students may create a paper version of their financial plan. Students may be provided with graphic organizers/worksheets for developing their financial plan.

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Texts for independent reading or for class read aloud to support the content	
Informational/Non-Fiction	Fiction
<p>Brown, K. (2009). <i>Making the Grade: A teen's guide to good money management</i>. Lexile: Ages 13-18.</p> <p>Burkett, L. (1998). <i>Money Matters Workbook for Teens</i>. Lexile: Ages 15 & up..</p> <p>Butler, T. (2010). <i>The Complete Guide to Personal Finance: For Teenagers</i>. Lexile: 13 & up.</p> <p>Diaz, C. (2013). <i>Money Boot Camp: Financial Literacy for Teens</i>. Lexile: Ages 13 & up.</p> <p>Foster, C. (2004). <i>Financial Literacy for Teens: The Teen's Guide to the Real World of Money</i>. Lexile: Ages 13 & up.</p> <p>Gardner, D. (2002). <i>The Motley Fool Investment Guide for Teens: 8 Steps to Having More Money Than Your Parents Ever Dreamed Of</i>. Lexile: Ages 13 & up.</p> <p>Holmberg, J. (2008). <i>The Teen's Guide to Personal Finance: Basic concepts in personal finance that every teen should know</i>. Lexile: Ages 13 & up.</p> <p>McGuire, K. (2014). <i>Smart Spending: The Teens' Guide to Cash, Credit, and Life's Costs</i> (Financial Literacy for Teens). Lexile: 1050.</p> <p>McGuire, K. (2014). <i>The Teen Money Manual: A Guide to Cash, Credit, Spending, Saving, Work, Wealth, and More</i>. Lexile: Ages 10-18.</p> <p>Nourigat, P. (2013). <i>No Time To Wander: the financial compass for young Americans</i>. Lexile: Ages 13 & up.</p> <p>Siegel, C. (2013). <i>Why Didn't They Teach Me This in School? 99 Personal Money Management Principles to Live By</i>. Lexile: Ages 18 – 25.</p> <p>Zisa, M. (2013). <i>The Early Investor: How Teens & Young Adults Can Become Wealthy</i>. Lexile: Ages 13-18.</p>	<p>Halpern, J. (2014). <i>Bad Paper: Chasing Debt from Wall Street to the Underworld</i>. Lexile: Ages 16 – 25.</p> <p>Nourigat, P. (2012). <i>If Money Could Shout: The Brutal Truths for Teens</i>. Lexile: Ages 15 & up.</p> <p>Paulsen, G. (2007). <i>Lawn Boy</i>. Lexile: 780.</p>

Ongoing Discipline-Specific Learning Experiences				
1.	Description:	Think like a financially responsible citizen by making informed financial decisions	Teacher Resources:	http://www.themint.org/ (The Mint – Financial security) http://www.themint.org/teachers/budgeting-your-financial-resources.html (Budgeting Your Financial Resources)
			Student Resources:	http://www.themint.org/teens/owing.html (Information on owing money) http://www.smartaboutmoney.org/Portals/0/ResourceCenter/YourSpendingYourSavingsYourFuture.pdf (Booklet: <i>Your Spending, Your Saving, Your Future – A Beginner's Guide to Financial Readiness</i>)
	Skills:	Research options on financial planning tools before making a decision	Assessment:	Students may keep a journal of financial websites visited throughout the unit and provide an overview of the type of information provided in the source and how it can be used to inform financial decisions

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2.	Description:	Think/work like a financially responsible citizen by asking and answering self-generated questions about financial planning tools	Teacher Resources:	http://www.ascd.org/publications/educational-leadership/summer08/vol65/num09/Asking-Good-Questions.aspx (Article: Asking Good Questions)
			Student Resources:	http://www.ascd.org/publications/educational-leadership/summer08/vol65/num09/Asking-Good-Questions.aspx (Article: Asking Good Questions)
	Skills:	Conduct short research projects to inform the decision making process	Assessment:	Students may take Cornell Notes reflecting on their self-generated questions (and the subsequent answers) in order to help them prepare for creating their financial plan.
3.	Description:	Read like a financial planner to determine the meaning of words and phrases as they are used, including conversation and academic vocabulary related to personal finances	Teacher Resources:	http://www.smartaboutmoney.org/Tools-Resources/Worksheets (Worksheets: Financial Planning) http://www.smartaboutmoney.org/ (Smart About Money) http://financeintheclassroom.org/student/vocabulary.shtml (Financial vocabulary)
			Student Resources:	https://www.stlouisfed.org/education/personal-finance-flash-cards (Flash Cards: Personal Finance vocabulary) http://financeintheclassroom.org/student/vocabulary.shtml (Financial vocabulary) http://www.smartaboutmoney.org/ (Smart About Money)
	Skills:	Collect vocabulary words and add to their website journal, including vocabulary word, context clues, definitions and visual support	Assessment:	Students will add vocabulary terms to their financial website journal.

Prior Knowledge and Experiences

Student will need to have a basic understanding savings and investing and the need for an emergency fund, the impact of taxes on personal income, and how to manage personal credit and debt.

Learning Experience # 1

The teacher may engage students in a brainstorming session so that students can review basic economic and personal financial literacy concepts (e.g. economic indicators, credit, debt, scarcity) as they relate to financial wealth/health.

Generalization Connection(s): Investment decisions determine financial growth and future prosperity
Managing savings and investments through diversification can mitigate unforeseen reductions in wealth and disruptions of income

Teacher Resources: <http://www.census.gov/economic-indicators/> (U.S. economic indicators data)
http://www.investopedia.com/terms/e/economic_indicator.asp (Article: Economic Indicators explained)
<http://www.aaii.com/investing-basics/article/the-top-10-economic-indicators-what-to-watch-and-why?adv=yes> (Article: Top 10 Economic Indicators)

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	http://www.kansascityfed.org/education/foreducators/traveling-trunk/high-school.cfm (Economic Exploration traveling trunk – Federal Reserve Bank of Kansas City) http://www.learningunlimitedllc.com/2013/07/5-steps-word-walls/ (How to Create Word Walls)	
Student Resources:	Diaz, C. (2013). <i>Money Boot Camp: Financial Literacy for Teens</i> . http://apps.kansascityfed.org/resources/coreconcepts/ (Economic/personal financial literacy Core Concept Cards) http://www.themint.org/teens/ (Financial Tips for Teens)	
Assessment:	Students will create a classroom financial literacy word wall. Students will add to the wall throughout the unit.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may be provided with the word to add to the wall.
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	https://quizlet.com/ (Digital flashcard maker).	Students may create a digital word wall.
Critical Content:	<ul style="list-style-type: none"> • How the concepts of scarcity, wants, needs, budgets, supply, demand, etc. relate to personal financial planning • The basic principles of economic reasoning • How incentives influence economic choices 	
Key Skills:	<ul style="list-style-type: none"> • Explain how scarcity affects economic choices • Apply the concept of opportunity cost to everyday situations 	
Critical Language:	Scarcity, wants, needs, credit, debt, wealth, supply, demand, budget, investing, saving, income, economic reasoning, incentive, economic decision making, opportunity cost	

Learning Experience # 2	
The teacher may provide salary statistics, types of jobs, etc., so that students can explain how an investment in education and/or training provides a basis for obtaining and increasing an income over time.	
Generalization Connection(s):	Investment decisions determine financial growth and future prosperity
Teacher Resources:	http://www.salary.com/a-higher-degree-the-key-to-higher-pay/ (Article & statistics: A Higher Degree the Key to Higher Pay?) http://www.bls.gov/emp/ep_chart_001.htm (Employment projections statistics) http://www.econedlink.org/teacher-lesson/305/ (Lesson Plan: Wages & Me) http://www.econedlink.org/teacher-lesson/1103/ (Lesson Plan: The 411 on College) http://tinyurl.com/h8tevze (Lesson Plan: Human Capital) http://www.econedlink.org/teacher-lesson/1301/ (Lesson Plan: Decision Making) http://www.frbsf.org/education/files/lessonplan_jobskills.pdf (Lesson Plan: What is the Importance of Developing Job Skills?)

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Student Resources:	http://www.educationplanner.org/students/career-planning/ (Career planning tools) http://www.salary.com/a-higher-degree-the-key-to-higher-pay/ (Article & statistics: A Higher Degree the Key to Higher Pay?) http://www.bls.gov/emp/ep_chart_001.htm (Employment projections statistics)	
Assessment:	Students will complete a decision making grid on any tough decision they would like to make (e.g., college or trade school; computer or video game) - http://www.econedlink.org/lessons/docs_lessons/1301_Visual%203_2.pdf (Decision making grid)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may use the local newspaper to identify a key policy issue in the community.	Students may use the decision making grid to solve the problem. Students may record their thinking at each step.
Critical Content:	<ul style="list-style-type: none"> • The relationship between level of education and average unemployment rate • The relationship between level of education and income-earning potential • The costs and benefits of investment in human capital • The costs and benefits of acquiring education and/or training beyond high school 	
Key Skills:	<ul style="list-style-type: none"> • Explain that supply and demand are the primary factors in determining wages • Explore wage rates in their potential careers • Understand the opportunity costs of financial decisions • Explain the impact of education on income • Use economic reasoning to explain why people who have more education usually have higher incomes in the future 	
Critical Language:	Human capital, career, job, earned income, choice, opportunity cost, scarcity, opportunity cost, wages, taxes, unemployment, incentive, earning potential, investment	

Learning Experience # 3	
The teacher may facilitate a discussion so that students can demonstrate how goal setting and budgeting decisions are necessary for building personal wealth.	
Generalization Connection(s):	Investment decisions determine financial growth and future property Managing savings and investments through diversification can mitigate unforeseen reductions in wealth and disruptions of income
Teacher Resources:	http://www.econedlink.org/teacher-lesson/1271/Budgeting-Basics (Lesson Plan: Budgeting Basics) http://www.edutopia.org/blog/mobile-app-lesson-financial-capability-brian-page (Lesson Plan: Using mobile phones for financial management and financial decision-making)

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	https://www.moneyinstructor.com/wsp/budgetworksheets.asp (Worksheets: Tracking Spending and Budgeting) http://www.dallasfed.org/assets/documents/educate/lessons/bw02.pdf (Lesson Plan: Developing a Budget) https://www.incharge.org/wp-content/uploads/2015/07/Teachers-Guide-Lesson-Three1.pdf (Lesson Plan: The Art of Budgeting)	
Student Resources:	http://www.hsfpp.org/Portals/Teacher/Documents/Articles/HSFPP_Article_M1goals_mar2011.pdf (making financial goals) http://www.themoneybelt.gc.ca/theCity-laZone/eng/ta/docs/html/Module_10.html (financial plan template) http://www.dallasfed.org/assets/documents/cd/wealth/wealth.pdf (Lesson Plan: Learn the Language – Net Worth) https://www.moneyinstructor.com/wsp/budgetworksheets.asp (Worksheets: Tracking Spending and Budgeting) http://www.dallasfed.org/microsites/cd/wealth/online/ch2.html (Interactive: Budget to Save) https://www.incharge.org/wp-content/uploads/2015/07/Teachers-Guide-Lesson-Three1.pdf (Student Guide: The Art of Budgeting)	
Assessment:	Students will set both short and long term goals and develop a budget towards meeting those goals. http://financeintheclassroom.org/downloads/SpendingPlan.pdf (Budget worksheet)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may work with a partner.	Students may be provided with a partially completed template.
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may interview an adult about the budgeting/planning process they use.
Critical Content:	<ul style="list-style-type: none"> • Ways income can be increased to attain financial goals • How goal setting is a way to identify what one wants to accomplish and within a time frame • Components of a budget/financial plan • The trade-off of an economic decision (e.g., the decision to move away from home) 	
Key Skills:	<ul style="list-style-type: none"> • Create a personal balance sheet • Identify liabilities and assets • Discuss the purpose of a financial plan and identify its main components • Identify the six steps for budgeting • Distinguish between fixed, variable, planned and unplanned expenses 	
Critical Language:	Prosperity, wealth, financial goals, liabilities, net worth, balance sheet, financial plan, assets, personal goals, budget, fixed expense, variable expense, disposable income, emergency fund	

Learning Experience # 4

The teacher may provide banking services brochures so that students can research the range of services banks offer to assist customers in managing money and growing wealth.

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Generalization Connection(s):	Investment decisions determine financial growth and future prosperity Managing savings and investments through diversification can mitigate unforeseen reductions in wealth and disruptions of income	
Teacher Resources:	http://www.oklahomamoneymatters.org/K-12/documents/Savings_Banking_Activity.pdf (Lesson Plan: Banking and Savings – adapt to Colorado context) http://www.dallasfed.org/assets/documents/educate/lessons/bw03.pdf (Lesson Plan: Save & Invest – Put It in the Bank) http://www.dallasfed.org/assets/documents/educate/lessons/bw03i.pdf (Accompanying slides for Put It in the Bank lesson plan) https://www.eduplace.com/graphicorganizer/pdf/4column.pdf (4-Column Chart)	
Student Resources:	http://money.howstuffworks.com/personal-finance/banking/bank.htm (Article: How Banks Work) http://www.investopedia.com/walkthrough/corporate-finance/1/financial-institutions.aspx (Article: The Types of Financial Institutions and Their Roles) https://www.eduplace.com/graphicorganizer/pdf/4column.pdf (4-Column Chart)	
Assessment:	Students will visit the websites of various financial institutions and collect the following information on a 4-column chart – type of financial institution, services provided by that institution, fees associated with those services, and an explanation of whether or not that institution would meet their financial needs and why.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	https://www.eduplace.com/graphicorganizer/pdf/4column.pdf f (4 Column Chart).	Students may be provided specific URLs from which to complete their research.
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may conduct interviews of employees of financial institutions to gain further insight into the importance of “shopping” for a financial institution.	Students may write a brief summary of their interviews and present them to the class.
Critical Content:	<ul style="list-style-type: none"> • Costs and benefits of banking • The various fees banks charge for its services • The types of services that banks and credit unions provide • The differences among the various types of financial institutions 	
Key Skills:	<ul style="list-style-type: none"> • Analyze the relative value and importance of different bank services • Evaluate the role of banks as financial intermediaries between savers and borrowers • Compare the differences between credit unions and commercial banks 	
Critical Language:	FDIC, bank, credit union, interest, check, banking services, financial institution, annual percentage rate (APR), automatic bill pay, bounced check, direct deposit, simple interest, compound interest, overdraft, overdraft protection, deposit	

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Learning Experience # 5		
The teacher may provide information illustrating the different types of savings instruments (e.g., savings accounts, money markets, CD's, savings bonds) so that students can differentiate between the various types of savings plans and investments.		
Generalization Connection(s):	Managing savings through and investments through diversification can mitigate unforeseen reductions in wealth and disruptions of income Investment decisions determine financial growth and future prosperity	
Teacher Resources:	http://www2.ed.gov/pubs/Prepare/chart10.html (Examples and information of savings instruments and investments) http://investor.gov/tools/calculators/compound-interest-calculator#.VN40Ixb9YoM (Compound interest calculator) http://www.themint.org/teens/power-of-72.html (Power of 72 calculator) http://www.themint.org/teens/saving-calculator.html (Savings calculator) http://www.themint.org/teens/about-savings-accounts.html (Savings account information) https://www.stlouisfed.org/legacy_assets/education_resources/assets/lesson_plans/paycheck/IYP_complete.pdf (Lesson 5: Savvy Savers) http://www.practicalmoneyskills.com/personalfinance/savingspending/saving/howitworks.php (How savings accounts work) http://www.investopedia.com/university/banking/banking7.asp (Article: Savings Accounts 101) http://www.hfparishschool.org/Lesson%2012-%20Student%20Book.pdf (Lesson Plan: Types of savings plans and investments)	
Student Resources:	http://www.themint.org/teens/power-of-72.html (Power of 72 calculator) http://www.themint.org/teens/compounding-calculator.html (Compound calculator) http://www.themint.org/teens/saving-calculator.html (Saving calculator) https://www.stlouisfed.org/legacy_assets/education_resources/assets/lesson_plans/paycheck/IYP_complete.pdf (KaChing! Lesson 5: Savvy Savers) http://freeology.com/graphicorgs/three-column-chart/ (3 Column Chart)	
Assessment:	Students will a three column chart that illustrates the pros and cons of the various types of savings instruments.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may be provided with a partially completed chart http://freeology.com/graphicorgs/three-column-chart/ (3 Column Chart).	Students may pick two of the savings instruments to compare and contrast.
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may visit and interview local bankers about savings instruments.	Students may incorporate information and quotes from the banker interviews into their 3 column chart.
Critical Content:	<ul style="list-style-type: none"> • How various savings instruments (e.g. savings accounts, money market accounts, cd's, savings bonds) can provide for financial growth • The different types of financial institutions and the differences among them • The different types of services provided by financial institutions and the subsequent fees associated with those services • How to determine which type of financial institution is "right" based on wants and needs 	

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Key Skills:	<ul style="list-style-type: none"> • Calculate simple and compound interest • Understanding how compound interest works and how to calculate it • Use the rule of 72 to estimate the time required for savings to double in value
Critical Language:	Savings account, money market account, cd's, savings bond, compound interest, simple interest, financial growth, risk

Learning Experience # 6

The teacher may engage students in a WebQuest so that students can analyze the advantages and disadvantages of credit as a method of spending money.

Generalization Connection(s):	A good credit history facilitates a person's ability to gain employment, manage risk, and plan for the future Investment decisions determine financial growth and future prosperity	
Teacher Resources:	http://www.thirteen.org/finance/educators/p-lesson3_org3.html (Sample credit card offers with APR, etc.) https://www.moneyinstructor.com/creditcards.asp (Lesson Plans: Credit Cards) http://www.comparecards.com/pdf/education-center/High-School-Intro-to-Credit-Cards.pdf (Lesson Plans: An Introduction to Credit Cards) http://www.pbs.org/wgbh/frontline/film/creditcards/ (Frontline Video: The Secret History of the Credit Card) http://www.pbs.org/wgbh/pages/frontline/teach/credit/ (Lesson plans to accompany the Frontline video)	
Student Resources:	http://www.thirteen.org/finance/educators/p-lesson3_org7.html (Graphic organizer: Credit card offers) http://www.creditcards.com/credit-card-news/help/10-ways-students-get-good-credit-6000.php (Article: 10 Ways Students Can Build Good Credit) http://www.thesimpledollar.com/three-credit-mistakes-to-avoid-at-all-costs/ (Article: Three Credit Mistakes to Avoid at All Costs) http://mycollegeguide.org/blog/2014/08/students-credit-cards/ (Article: What Students Should Know About Credit Cards)	
Assessment:	Students will complete a WebQuest on the use of credit cards → https://sites.google.com/site/creditcardwebquest201b/ (WebQuest: Welcome to the World of Credit Cards!)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may work with a partner to complete the WebQuest.	N/A
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Critical Content:	<ul style="list-style-type: none"> • The meaning of key terms such as credit, interest, risk, credit score, annual percentage rate • The different types of credit (e.g., credit card, auto/home loan) • The pros and cons of making purchases using credit cards • The types of fees associated with credit cards 	

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Key Skills:	<ul style="list-style-type: none"> • Explain the advantages and disadvantages of using credit • Calculate minimum payments, average daily balances, daily finance charges, etc. • Consider how to select credit cards based on individual spending habits and consumer needs
Critical Language:	Credit, credit score, credit, report, interest, risk, annual percentage rate (APR), credit limit, charge, finance charge, cash advance, late fee, annual fee, grace period, minimum payment

Learning Experience # 7	
The teacher may provide examples of various credit reports, so that students can understand the importance of a good credit history for future employment, loans, investments, and management of risk.	
Generalization Connection(s):	A good credit history facilitates a person’s ability to gain employment, manage risk, and plan for the future
Teacher Resources:	<p>https://www.stlouisfed.org/education/continuing-feducation-video-series/episode-1-understanding-how-a-fico-credit-score-is-determined (Video: Understanding How a FICO Credit Score is Determined)</p> <p>http://www.econedlink.org/lessons/index.php?lid=1204&type=educator (Lesson Plan: Earning Credit)</p> <p>http://www.dallasfed.org/microsites/cd/wealth/online/ch4.html (Article: Build Credit and Control Debt)</p> <p>http://www.consumer-action.org/downloads/english/GoodCredit_Lesson.pdf (Lesson Plan: Building and Keeping Good Credit)</p> <p>http://www.experian.com/credit_report_basics/pdf/samplecreditreport.pdf (Sample credit report with explanations)</p> <p>http://files.consumerfinance.gov/f/201410_cfpb_summary_your-rights-under-fcra.pdf (Article: Personal Rights Under the Fair Credit Reporting Act)</p> <p>http://files.consumerfinance.gov/f/201410_cfpb_summary_remedying-the-effects-of-id-theft-fcra.pdf (Article: Remedying the Effects of Identity Theft)</p> <p>http://www.ncpublicschools.org/docs/pfl/educators/resources/secondary/supplement/credit.v2.pdf (Lesson Plan: My Credit Report Card - See credit report card section for sample credit scenarios for the assessment)</p>
Student Resources:	<p>https://www.stlouisfed.org/education/continuing-feducation-video-series/episode-1-understanding-how-a-fico-credit-score-is-determined (Video: Understanding How a FICO Credit Score is Determined)</p> <p>http://files.consumerfinance.gov/f/201410_cfpb_summary_remedying-the-effects-of-id-theft-fcra.pdf (Article: Remedying the Effects of Identity Theft)</p> <p>http://www.experian.com/credit_report_basics/pdf/samplecreditreport.pdf (Sample credit report with explanations)</p> <p>http://www.hsfpp.org/Portals/0/Documents/HSFPP_Article_Credit_mar2011.pdf (Article: Credit Scores – The SAT’s of Adulthood)</p>
Assessment:	As a lender, students will accept or reject loan applications for an automobile purchase, by analyzing three different credit reports (http://www.ncpublicschools.org/docs/pfl/educators/resources/secondary/supplement/credit.v2.pdf See credit report card section for sample credit scenarios)

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Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may be provided a list of characteristics of a good and bad credit scores and the benefits of a good credit score and the costs of a bad credit score, to determine the risk of giving a loan to a person with good credit vs. bad credit.	Students may report their findings orally to the class.
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may research how to repair a bad credit score.	Students may create a repair your bad credit score strategy to present to the class (e.g., PowerPoint, Prezi, Weebly, etc.).
Critical Content:	<ul style="list-style-type: none"> • The qualities that a lender looks for in a loan applicant • What a credit report is and how it is used • The criteria used to calculate credit scores • The types of information contained in a credit report 	
Key Skills:	<ul style="list-style-type: none"> • Define credit score • Explain how lenders use credit scores to evaluate risk • Explain the types of behaviors that affect people’s credit score • Explain how credit scores affect interest rates for individual borrowers. 	
Critical Language:	APR, credit report, credit, credit bureaus, principal, interest rate, risk, lenders, credit history	

Learning Experience # 8	
The teacher may bring in guest speakers (e.g., financial planner, investment planner, representative from Federal Reserve Bank) so that students can report on money management strategies for managing and growing wealth.	
Generalization Connection(s):	Managing savings and investments through diversification can mitigate unforeseen reductions in wealth and disruptions of income Investment decisions determine financial growth and future prosperity
Teacher Resources:	https://www.practicalmoneyskills.com/foreducators/lesson_plans/lev9-12/TG_Lesson18.pdf (Lesson Plan: A Way to Wealth – Understanding Interest and Investments) http://www.dallasfed.org/assets/documents/cd/wealth/wealth.pdf (Lesson Plan: #3 - Save and Invest – Building Wealth) http://www.divestopedia.com/definition/891/investment-criteria (Article: Investment Criteria) https://www.moneyinstructor.com/investing.asp (Lesson Plans: Investing Money) http://www.investorprotection.org/downloads/IPT_Basics_Unit3.pdf (Lessons on financial planning and investing)
Student Resources:	https://www.practicalmoneyskills.com/foreducators/lesson_plans/lev9-12/SA_Lesson18.pdf (Worksheet on investing tips) http://money.cnn.com/2015/04/28/investing/millennial-investor-17-year-old-brandon-fleisher/ (Article: Meet the 17-year-old investor who tripled his money) https://www.investor.gov/Saving-and-Investing (A Guide to Saving and Investing)

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	http://learnmoney.org/saving-and-investing/watching-out-for-your-interest.html (Article: Watching Out for Your Interest) https://www.smartaboutmoney.org/Topics/Saving-and-Investing/Build-Your-Wealth (Online module: Build Your Wealth No Matter What You Earn)	
Assessment:	Students will create a financial plan based on a case study http://www.getsmarteraboutmoney.ca/en/managing-your-money/planning/case-studies/Pages/default.aspx#.V46jKOsrJpg (Financial case studies) https://www.smartaboutmoney.org/Topics/Saving-and-Investing/Build-Your-Wealth/Wealth-Care-Kit (Financial planning forms)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may work with a partner.	Students may be provided a partially completed financial plan.
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may interview a financial planner and use that information to complete their financial plan.	Students may use their own financial data to complete a financial plan.
Critical Content:	<ul style="list-style-type: none"> • Strategies for wealth management and creation • The 5 types of investment risk (financial, market, liquidity, inflation, fraud) • The difference between real and nominal rates of return • The relationship between investment risk and investment reward 	
Key Skills:	<ul style="list-style-type: none"> • Develop sound money management and investment strategies • Describe the 5 types of investment risk (financial, market, liquidity, inflation, fraud) • Compare and contrast the risks and rewards of several types of investments 	
Critical Language:	Diversification, investment, investment strategies, investment criteria, money management, financial risk, market risk	

Learning Experience # 9	
The teacher may engage students in a stock market simulation so that students can understand how to grow wealth through investments and by mitigating risk through diversification (e.g., stocks, real estate, commodities, bonds, mutual funds, IRA, 401K)	
Generalization Connection(s):	Managing savings and investments through diversification can mitigate unforeseen reductions in wealth and disruptions of income Investment decisions determine financial growth and future prosperity

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Teacher Resources:	http://stockmarketexperience.org/ (FREE stock market simulation – CO Council for Economic Education) http://www.themint.org/teachers/how-to-read-stock-market.html (Activity: How to read a stock table) http://www.investopedia.com/articles/basics/11/how-to-pick-a-stock.asp (Article: How to Pick a Stock) http://www.investopedia.com/university/beginner/beginner5.asp (Article: Investing 101 – be sure to use the links embedded in the material as well)	
Student Resources:	http://stockmarketexperience.org/ (FREE stock market simulation – CO Council for Economic Education) http://www.investopedia.com/articles/basics/11/how-to-pick-a-stock.asp (Article: How to Pick a Stock) http://www.dummies.com/how-to/content/how-to-read-a-stock-table.html (Article: How to Read a Stock Table) http://www.money-zine.com/calculators/investment-calculators/return-on-investment-calculator/ (Return on Investment calculator)	
Assessment:	Students will engage in the Stock Market Experience simulation from the Colorado Council for Economic Education http://stockmarketexperience.org/	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students make work in pairs or teams.	Students may be provided a portfolio of stocks with advice on the stocks.
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Critical Content:	<ul style="list-style-type: none"> • Different types of “riskier” investments (e.g., stocks, real estate, commodities, bonds, mutual funds, retirement accounts) • Criteria for good investments • How the Dow Jones stock market index is calculated • How the stock market works 	
Key Skills:	<ul style="list-style-type: none"> • Read and interpret a stock report • Know and understand what return on investment is and how it is calculated • Understand how compound interest works • Calculate compound interest 	
Critical Language:	Diversification, stocks, bonds, stock report, share, shareholder, dividend, stockbroker, market value, portfolio, securities firm, stock price index, return on investment, Dow Jones Industrial Average, bull market, bear market	

Learning Experience # 10	
The teacher may provide scenarios illustrating financial risk so that students can evaluate risk for the purpose of protecting future financial growth and mitigate a possible financial crisis.	
Generalization Connection(s):	Insurance may alleviate financial disaster by transferring risk Investment decisions determine financial growth and future prosperity

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<p>Teacher Resources:</p>	<p>http://www.investopedia.com/articles/basics/03/050203.asp (Article: Determining Risk And Risk Pyramid) http://www.dallasfed.org/assets/documents/educate/lessons/bw09.pdf (Lesson Plan: Save & Invest – Risk and Return) http://www.dallasfed.org/assets/documents/educate/lessons/bw09i.pdf (Accompanying slides for Save & Invest lesson plan) http://www.investopedia.com/articles/stocks/11/calculating-risk-reward.asp (Article: Calculating Risk and Reward) https://www.dallasfed.org/assets/documents/educate/pubs/wealth_classroom/08_lesson.pdf (Lesson Plan: Save & Invest – The Rise and Fall of Risk and Return) https://www.stlouisfed.org/legacy_assets/education_resources/assets/lesson_plans/Diversification_Risk.pdf (Lesson Plan: Diversification & Risk) http://www.investopedia.com/articles/pf/11/prepare-for-a-financial-crisis.asp (Article: 10 Ways to Prepare for a Personal Financial Disaster) http://genxfinance.com/being-financially-prepared-for-a-disaster/ (Article: Being Financially Prepared for a Disaster) www.scholastic.com/nextgeneration/videos.htm# (Videos of the aftermath of personal financial crises) www.scholastic.com/nextgeneration/lessons&worksheets/risk.htm# (Lesson Plans on risk and insurance)</p>	
<p>Student Resources:</p>	<p>http://www.econedlink.org/interactives/index.php?iid=107&type=student (Game: Mission 6 - Risk and Return) http://www.investopedia.com/articles/basics/03/050203.asp (Article: Determining Risk And Risk Pyramid) http://www.investopedia.com/terms/r/riskrewardratio.asp (Article: Risk/Reward Ratio) http://www.investopedia.com/articles/stocks/11/calculating-risk-reward.asp (Article: Calculating Risk and Reward) http://www.investopedia.com/articles/pf/11/prepare-for-a-financial-crisis.asp (Article: 10 Ways to Prepare for a Personal Financial Disaster) http://www.wikihow.com/Survive-a-Personal-Financial-Crisis (Article: How to Survive a Personal Financial Crisis) http://genxfinance.com/being-financially-prepared-for-a-disaster/ (Article: Being Financially Prepared for a Disaster)</p>	
<p>Assessment:</p>	<p>Students will create an infographic on how to prepare for financial crisis. (https://www.canva.com/create/infographics/ - Create infographs, log-in needed; free)</p>	
<p>Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)</p>	<p>Access (Resources and/or Process)</p>	<p>Expression (Products and/or Performance)</p>
	<p>Students may use a teacher made data set for the infographic.</p>	<p>N/A</p>
<p>Extensions for depth and complexity:</p>	<p>Access (Resources and/or Process)</p>	<p>Expression (Products and/or Performance)</p>
	<p>N/A</p>	<p>N/A</p>
<p>Critical Content:</p>	<ul style="list-style-type: none"> • The types of risk • Events that may lead to financial crisis (e.g., health, accidents, unemployment, natural disasters, severe economic downturn) • Effects of financial disasters to personal assets and wealth • Ways to mitigate financial crises 	
<p>Key Skills:</p>	<ul style="list-style-type: none"> • Plan a strategy to reduce risk • Evaluate personal and lifestyle risks • Evaluate financial risk 	

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	<ul style="list-style-type: none"> • Determine and evaluate risk/ reward ratio • Assess types of risk management
Critical Language:	Risk, types of risk, insurance, risk management, personal risk, financial risk, risk/reward Ratio, financial crisis, mitigation, natural disaster, accidents, health, unemployment, economic crisis

Learning Experience # 11		
The teacher may provide examples of different types of insurance (e.g., auto, property, health, life) so that students understand that purchasing insurance is a risk management strategy that protects personal wealth.		
Generalization Connection(s):	Insurance may alleviate financial disaster by transferring risk Investment decisions determine financial growth and future prosperity	
Teacher Resources:	http://www.moneyinstructor.com/lesson/insurancetypes.asp (Descriptions of different types of insurance) http://www.investopedia.com/terms/r/riskmanagement.asp (Definition of risk management) http://www.uen.org/Lessonplan/preview.cgi?LPid=13043 (Lesson Plan: Risk management and insurance) http://insurancecalculators.com/ (How to calculate insurance costs) https://www.youtube.com/watch?v=M1yzSOxxAjk (Video: How Does Health Insurance Work? 2:13 duration)	
Student Resources:	http://www.dallasfed.org/microsites/cd/wealth/online/ch5.html (Protect your wealth through insurance) http://insurancecalculators.com/ (How to calculate insurance costs) https://www.youtube.com/watch?v=M1yzSOxxAjk (Video: How Does Health Insurance Work? 2:13 duration) http://www.centerdigitaled.com/artsandhumanities/How-to-Create-the-Perfect-Public-Service-Announcement.html (How to create a public service announcement)	
Assessment:	Students will create a public service announcement to show the need for a specific type of insurance (e.g. auto, home, life).	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may be provided with an outline script for a public service announcement.	Students may create a storyboard to plan their PSA.
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may research the best insurance options for the several different scenarios (e.g. 16 year old male driver, 35 year old married female driver, etc.).	Students may present their findings in the public service announcement.
Critical Content:	<ul style="list-style-type: none"> • Sources for insurance (e.g., insurance agent, insurance company) • The various types of insurance (e.g., auto, home, life, health) • The importance of insurance in protecting assets • The cost of insurance premiums as compared to the risk associated with not carrying various types of insurance • The specific needs address by each types on insurance and the cost factors for each type of policy 	

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Key Skills:	<ul style="list-style-type: none"> Evaluate insurance options Determine appropriate types of insurance
Critical Language:	Insurance, mitigate, risk management, insurer, policyholder, premium, claim, deductible, beneficiary, benefits, co-pay, co-insurance

Learning Experience # 12		
The teacher may facilitate a discussion on how to protect personal financial information, so that students can understand measures necessary for protecting against identity theft and fraud.		
Generalization Connection(s):	Effective identity protection secures wealth and assists in the achievement of financial goals	
Teacher Resources:	https://www.tdbank.com/wowzone/lessons/Gr9-12Lesson10.pdf (Lesson Plan: Identity Theft and Phishing Scams) https://www.fdic.gov/consumers/theft/ (Article: Cybersecurity Awareness Basics) http://www.identity-theft-awareness.com/7-ways-to-detect-identity-theft.html (Article: 7 Ways to Detect Identity Theft) http://credit.about.com/od/privacyconcerns/tp/prevent-fight-identity-theft.htm (Article: 10 Ways to Prevent, Detect, and Fight Identity theft) http://www.pbs.org/wgbh/nova/blogs/education/2014/10/four-ways-to-help-students-avoid-online-identity-theft/ (Article: Four Ways to Help Students Avoid Online Identity Theft) https://www.youtube.com/watch?v=bC8pjXn-sWM (Video: Deter. Detect. Defend. Avoid ID Theft)	
Student Resources:	https://www.fdic.gov/consumers/theft/ (Article: Cybersecurity Awareness Basics) http://www.identity-theft-awareness.com/7-ways-to-detect-identity-theft.html (Article: 7 Ways to Detect Identity Theft) http://credit.about.com/od/privacyconcerns/tp/prevent-fight-identity-theft.htm (Article: 10 Ways to Prevent, Detect, and Fight Identity theft) http://www.pbs.org/wgbh/nova/blogs/education/2014/10/four-ways-to-help-students-avoid-online-identity-theft/ (Article: Four Ways to Help Students Avoid Online Identity Theft) http://bizkids.com/clip/identity-theft (Video: Identity Theft - <i>Don't Blow Your Dough</i>)	
Assessment:	Students will create a brochure that informs young adults about ID theft, (e.g., phishing schemes, adware, ransomware) and steps to prevent ID theft	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may work with a partner to create their brochure.	Students may be given a brochure that has prompts provided for them to complete (Use Microsoft Word or Publisher Templates for three-fold brochures).
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may analyze identity theft methods to develop new strategies to prevent identity theft.	Students may develop an identity theft prevention strategy and present it to the class.
Critical Content:	<ul style="list-style-type: none"> The various types of unfair, fraudulent, or deceptive business practices (e.g., pyramid schemes, phishing) The steps to take if one's identity has been stolen 	

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	<ul style="list-style-type: none"> • Ways to keep personal information “safe” in an online world • The various strategies for protecting identity
Key Skills:	<ul style="list-style-type: none"> • List the common techniques used to steal one’s identity • Become aware of electronic phishing ploys • Describe and evaluate methods to protect financial records • Explain how to take action if your identity is stolen • Explain behavior to operate more safely online and with mobile devices
Critical Language:	Identity, social security number, identity theft, credit card, debit card, charge card, bank account information, passwords, personal information number (pin)

Learning Experience # 13		
The teacher may provide scenarios of individuals in financial trouble so that students can develop strategies for repairing credit history, getting debt relief, and rebuilding wealth.		
Generalization Connection(s):	A good credit history facilitates a person’s ability to gain employment, manage risk, and plan for the future	
Teacher Resources:	http://www.econedlink.org/teacher-lesson/1264/Getting-Out-Debt (Lesson Plan: Getting Out of Debt) https://www.incharge.org/money-101/money-tools-for-teachers/financial-literacy-for-high-school (Lesson Plan - go to lesson 13, <i>In Trouble</i>) http://www.smartmoneydaily.com/personalfinance/to-bankruptcy-and-back-my-story.aspx (Personal story of bankruptcy) http://www.bankrate.com/finance/debt/5-ways-to-rebuild-credit-after-bankruptcy.aspx (Article: Bankruptcy timeline – Rebuilding credit) http://financialplan.about.com/od/creditdebtmanagement/qt/WarningSigns.htm (Article: Warning Signs of Too Much Debt) https://www.youtube.com/watch?v=FcQL5AW_Js (Video: Do I Have Too Much Debt?) https://www.incharge.org/wp-content/uploads/2015/07/Student-Guide-Lesson-Thirteen.pdf (Scenarios of individuals in financial trouble for assessment ; scroll to page 13-2a)	
Student Resources:	https://www.bettermoneyhabits.com/debt/getting-out-of-debt/steps-to-help-get-out-of-debt.html (Video: Steps to Getting Out of Debt) http://www.smartmoneydaily.com/personalfinance/to-bankruptcy-and-back-my-story.aspx (Personal story of bankruptcy) http://www.bankrate.com/finance/debt/5-ways-to-rebuild-credit-after-bankruptcy.aspx (Article: Bankruptcy timeline – Rebuilding credit) https://www.youtube.com/watch?v=FcQL5AW_Js (Video: Do I Have Too Much Debt?) http://financialplan.about.com/od/creditdebtmanagement/qt/WarningSigns.htm (Article: Warning Signs of Too Much Debt)	
Assessment:	Students will evaluate scenarios of individuals “in trouble” and complete budget worksheets to rebalance the individual budgets.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may work with a partner to complete the budget worksheets.	Students may be provided a budget worksheet with some data included.

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Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may research articles and read studies related to the abuse of credit cards by college students.	Student include their findings from the article to develop a hypothesis of how to get college students to control their credit card debt.
Critical Content:	<ul style="list-style-type: none"> • Warning signs of too much debt • The financial options available other than filing for personal bankruptcy • Two types of personal bankruptcy (Chapter 7 and 13) 	
Key Skills:	<ul style="list-style-type: none"> • Identify steps to getting out of debt • Describe ways to avoid debt problems • Evaluate the impact of bankruptcy on one’s credit and financial goals 	
Critical Language:	Bankruptcy, credit score, debt management, debt to income ratio, fixed expenses, flexible expenses, Chapter 7, Chapter 13, credit repair, liquidation, credit counseling	