

JA Personal Finance – Blended

Session Details	Michigan Academic Standards	Common Core ELA	Reading Standards for Literacy in History/Social Studies
<p>Session One: Money for the Long Run</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Define personal finance and why it matters. ▪ Contrast being rich with using financial planning to be financially secure. ▪ Express the relationship between career, education choices, and lifetime earnings. <p>Concepts: Earnings, Education, Lifetime earnings, Personal finances</p> <p>Skills: Analyzing information, Comparing and contrasting, Decision making, Evaluating alternatives, Oral and written communication, Prioritizing information</p>	<p>Career and Employability Skills</p> <p>2.1 Understand and organize career information and labor market trends from a variety of sources.</p> <p>2.5 Apply a decision-making model and use career assessment information regarding interests and abilities to choose a career pathway.</p> <p>3.1 Gather and interpret basic data contained in symbols, pictures, charts, blueprints, and graphs.</p> <p>High School Economics</p> <p>4.1.4 Key Components of Personal Finance – Evaluate key components of personal finance including, money management, saving and investment, spending and credit, income, mortgages, retirement, investing, and insurance.</p>	<p>Grades 9-10 RI.910.2,4,8 W.910.4,6 SL.910.1 L.910.1,4</p> <p>Grades 11-12 RI.1112.2,4,8 W.1112.4,6 SL.1112.1 L.1112.1,4</p>	<p>Grades 9-10 RH.1 RH.2 RH.3 RH.4 RH.5</p> <p>Grades 11-12 RH.3 RH.4</p>
<p>Session Two: Why Budget?</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Plan, prioritize, and adjust expenses to meet a scenario-based budget. ▪ Identify the categories of expenses and then practice using a spending journal to track them as a preliminary budgeting step. <p>Concepts: Budgeting, Compound interest, Investing, Opportunity cost, Pay yourself first, Principal, Saving money, Savings</p> <p>Skills: Analyzing information, Categorizing data, Decision making, Evaluating alternatives, Oral and written communication, Prioritizing information</p>	<p>Career and Employability Skills</p> <p>5.4 Estimate costs and prepare a detailed budget for a school-based or work-based project.</p> <p>5.5 Report the costs of various components of a budget and adjust budget items as needed.</p> <p>High School Economics</p> <p>4.1.1 Scarcity and Opportunity Costs – Apply concepts of scarcity and opportunity costs to personal financial decision making.</p>	<p>Grades 9-10 RI.910.2,4 W.910.4,6 SL.910.1 L.910.1,4</p> <p>Grades 11-12 RI.1112.2,4 W.1112.4,6 SL.1112.1 L.1112.1,4</p>	<p>NA</p>

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<p>Session Three: Anatomy of a Budget</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Analyze a variety of financial receipts and artifacts to determine income and expenses and then apply skills to complete a balanced budget. ▪ Demonstrate basic budget ▪ Competencies <p>Concepts: Budget, Budgeting, Expense, Fixed Expenses, Income, Opportunity cost, Variable Expenses</p> <p>Skills: Analyzing information, Categorizing data, Decision making, Evaluating alternatives, Oral and written communication, Prioritizing, Working in teams</p>	<p>Career and Employability Skills</p> <p>5. 6. Understand compensation practices and financial management and explain how financial resources can be used effectively and efficiently.</p> <p>8. 3. Demonstrate understanding of how effective teams operate within organizational and diverse settings.</p> <p>4. Solve a career/work-related problem as a member of a team.</p> <p>High School Economics</p> <p>4.1.2 Marginal Benefit and Cost – Use examples and case studies to explain and evaluate the impact of marginal benefit and marginal cost of an activity on choices and decisions.</p>	<p>Grades 9-10 SL.910.1,4 L.910.1,3,4</p> <p>Grades 11-12 SL.1112.1,4 L.1112.1,3,4</p>	NA
<p>Session Four: Breaking Even Isn't Enough</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Recognize the key reasons for saving. ▪ Apply the steps in developing a savings plan, including the concept of paying yourself first. <p>Concepts: Debt, Credit, Credit cards, Credit reports and scores, Interest</p> <p>Skills: Analyzing information, Creativity, Evaluating alternative, Graphic presentation, Oral and written communication, Reading for understanding, Working in groups</p>	<p>Career and Employability Skills</p> <p>5. 4. Follow directions and ask for clarification or help as needed.</p> <p>6. 1. Determine goals and develop an action plan to accomplish them within a given time frame.</p> <p>9. 10. Use technologies as tools for communication of technical or work-related information.</p> <p>High School Economics</p> <p>4.1.4 Key Components of Personal Finance – Evaluate key components of personal finance including, money management, saving and investment, spending and credit, income, mortgages, retirement, investing, and insurance.</p>	<p>Grades 9-10 RI.910.2,4,8 W.910.4,6 SL.910.1,4 L.910.1,3,4</p> <p>Grades 11-12 RI.1112.2,4,8 W.1112.4,6 SL.1112.1,4 L.1112.1,3,4</p>	<p>Grades 9-10 RH.1 RH.2 RH.3 RH.4</p> <p>Grades 11-12 RH.1 RH.2 RH.3 RH.4</p>

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<p>Session Five: The Benefits and Costs of Credit</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> Recognize and prevent negative effects of a poor credit score and credit history. Analyze the costs and benefits of various forms of credit. <p>Concepts: Credit, Credit cards, credit reports and scores, Risk</p> <p>Skills: Analyzing information, Creativity, Evaluating alternatives, Presentation, Oral and written communication, Reading for understanding, Working in groups</p>	<p>Career and Employability Skills</p> <p>1.2. Read a case study and identify the details about the situation, define technical terms, jargon, or words with multiple meanings based on context, and summarize the conclusion. Relate the results of the study to a similar situation in a verbal or written report.</p> <p>3. 1. Gather, interpret, analyze, and refine data contained in symbols, pictures, charts, blueprints, and/or graphs.</p> <p>3.2. Analyze and synthesize information and data from multiple sources.</p>	<p>Grades 9-10 RI.910.2,4,8 W.910.4,6 SL.910.1,4 L.910.1,3,4</p> <p>Grades 11-12 RI.1112.2,4,8 W.1112.4,6 SL.1112.1,4 L.1112.1,3,4</p>	<p>Grades 9-10 RH.1 RH.2 RH.3 RH.4</p> <p>Grades 11-12 RH.1 RH.2 RH.3 RH.4</p>
<p>Session Six: Maximize your Money</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> Recognize and apply various techniques to maximize buying power. Evaluate various selling techniques and situations to determine the best values. <p>Concepts: Expense, Opportunity cost, Savvy shopping, Value</p> <p>Skills: Analyzing information, Comparison shopping, Evaluating alternatives, Oral and written communication, Reading for understanding, Working in groups</p>	<p>Career and Employability Skills</p> <p>3. 4. Assess the quality of the concept, service, or product using a predetermined standard.</p> <p>9. 10. Use technologies as tools for communication of technical or work-related information.</p> <p>High School Economics</p> <p>4.1.5 Personal Decisions –Use a decision-making model to evaluate the different aspects of personal finance including careers, savings and investing tools, and different forms of income generation.</p>	<p>Grades 9-10 RI.910.2,4,8 SL.910.1 L.910.1,4</p> <p>Grades 11-12 RI.1112.2,4,8 SL.1112.1 L.1112.1,4</p>	<p>Grades 9-10 RH.1 RH.2 RH.3 RH.4 RH.5</p> <p>Grades 11-12 RH.1 RH.2 RH.3 RH.4</p>

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<p>Session Seven: On Guard</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> Assess and prepare for diverse threats to personal information and finances online and offline. Identify the signs of identity theft and how to take action against fraud by using a credit report. <p>Concepts: Credit report, Consumer protection, Fraud, Identity theft</p> <p>Skills: Analyzing information, Assessing threats, Oral and written communication, Reading for understanding, Working in groups</p>	<p>Career and Employability Skills</p> <p>7. 7. Summarize a problem clearly and in appropriate detail.</p> <p>7. 8. Suggest constructive alternatives with confidence that will help resolve a conflict.</p> <p>High School Economics</p> <p>4.1.6 Risk Management Plan – Develop a risk management plan that uses a combination of avoidance, reduction, retention, and transfer (insurance).</p>	<p>Grades 9-10 RI.910.2,4,8 W.910.4,6 SL.910.1,4 L.910.1,3,4</p> <p>Grades 11-12 RI.1112.2,4,8 W.1112.4,6 SL.1112.1,4 L.1112.,3,4</p>	<p>Grades 9-10 RH.1 RH.2 RH.3 RH.4</p> <p>Grades 11-12 RH.1 RH.2 RH.3 RH.4</p>
<p>Session Eight: Growing Money</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> Recognize the many options for growing money through investing— each with different terms, risks, and rewards. Express the correlation between risk and reward when investing. <p>Concepts: Compound interest, Interest, Liquidity, Returns, Risk, Virtual trading</p> <p>Skills: Analyzing information, Assessing risk, Filling out forms, Oral and written communication, Reading for understanding, Working in groups</p>	<p>Career and Employability Skills</p> <p>4. Approach practical and workplace problems using a variety of mathematical techniques.</p> <p>High School Economics</p> <p>4.1.3 Personal Finance Strategy – Develop a personal finance strategy for earning, spending, saving and investing resources.</p>	<p>Grades 9-10 RI.910.2,4,8 SL.910.1,4 L.910.1,3,4</p> <p>Grades 11-12 RI.1112.2,4,8 SL.1112.,4 L.1112.1,3,4</p>	<p>Grades 9-10 RH.1 RH.2 RH.3 RH.4 RH.5</p> <p>Grades 11-12 RH.1 RH.2 RH.3 RH.4</p>