



MOHAWK

Local School District

Preparing today's students for tomorrow's challenges

Mohawk Local Schools Grade 12 Economics and Financial Literacy

Quarter 4 Curriculum Guide

Historical Thinking and Skills, Spatial Thinking and Skills, Civic Participation and Skills, Economic Decision Making and Skills, Financial Literacy

Helps students develop the ability to make informed and reasoned decisions for themselves and for the common good

Prepares students for their role as citizens and decision makers in a diverse, democratic society

Helps students develop the ability to read, analyze, manage and communicate about the personal financial conditions that affect material well-being including the ability to discern financial choices, discuss money and financial issues without (or despite) discomfort, plan for the future and respond competently to life events that affect every day financial decisions, including events in the general economy

Fosters students' ability to act responsibly and become successful problem solvers in an interdependent world of limited resources

Critical Areas of Focus Being Addressed:

- Investing
- Credit/Debt
- Risk management and Insurance
- Planning and Money Management (Continued from Q3)

Using key investment principles one can achieve the goal of increasing net worth. FinLit. D16. (DOK2)

- Given a predetermined amount of money, I can devise a plan to increase net worth (simulation).
- I can discuss factors that can impact the value of investments.

<p><i>Investment strategies must take several factors including consideration including time horizon of the investment, the degree of diversification, the investor's risk tolerance, how the assets are selected and allocated, product costs, fees, tax implications, and the time value of money include decision-making strategies on purchasing</i> FinLit. D.17 (DOK2)</p>	<ul style="list-style-type: none"> • I can identify and compare the administrative costs (fees) and taxes of various investment products. • Given a scenario, I can identify the more advantageous investment strategy for different individuals.
<p><i>Government agencies are charged with regulating providers of financial services to help protect investors.</i> FinLit. D.18 (DOK1)</p>	<ul style="list-style-type: none"> • I can describe specific roles of agencies and services they can offer to consumers. • I can identify a consumer protection agency and how the agency helps the consumer.
<p><i>Credit is a contractual agreement in which a borrower receives something of value now and agrees to repay the lender at some later date.</i> Fin.Lit. D.19 (DOK3)</p>	<ul style="list-style-type: none"> • I can describe the difference between a loan from a bank and one from a payday lender. • I can compare the final repayment amount of a loan from a bank and from a payday lender on a large purchase such as a car. • I can investigate barriers to individuals which may lead them to be unbanked.
<p><i>Debt is an obligation owed by one party to a second party.</i> FinLit. D.20 (DOK3)</p>	<ul style="list-style-type: none"> • I can develop a repayment plan to satisfy debt obligations. • I can explain the implications of declaring bankruptcy.
<p><i>Effectively balancing credit and debt help one achieve some short and long-term goals.</i> FinLit. D.21. (DOK2)</p>	<ul style="list-style-type: none"> • I can discuss steps a consumer can take to get and keep a high credit score. • I can discuss steps that will bring credit scores down. • I can discuss steps that will bring credit scores up.
<p><i>Financial documents and contractual obligations inform the consumer and define the terms and conditions of establishing credit and incurring debt.</i> FinLit. D.22. (DOK3)</p>	<ul style="list-style-type: none"> • I can evaluate several credit card offers and choose the best card based on criteria such as interest rate, late fees, "rewards" programs, etc. • I can research the TILA and Credit CARD laws and describe how each law protects consumers.
<p><i>Credit and debt affect tax obligations.</i> FinLit. D.23. (DOK3)</p>	<ul style="list-style-type: none"> • I can research and create a list of tax obligations that are impacted by tax credits and debt.

<p><i>A risk management plan can protect consumers from the potential loss of personal and/or business assets or income.</i> FinLit. D.24. (DOK1)</p>	<ul style="list-style-type: none"> • I can describe the difference between a warranty and extended warranty on a given product. • I can identify the types of insurance a small business should carry versus a large corporation.
<p><i>Safeguards exist that help protect one's identity.</i> FinLit. D.25. (DOK1)</p>	<ul style="list-style-type: none"> • I can describe problems that occur when an individual is a victim of identity theft. • I can give specific examples of how online transactions, online banking, email scams, and telemarketing calls can make consumers vulnerable to identity theft. • I can describe the conditions under which individuals should and should not disclose their social security number, account numbers, and other sensitive personal information. • I can list actions an individual can take to protect personal information. • I can recommend actions a victim of identity theft should take to minimize loss and restore personal security.
<p><i>Diversification of assets is one way to manage risk.</i> FinLit. D.26. (DOK2)</p>	<ul style="list-style-type: none"> • I can define diversification and give examples of high, medium and low risk investments. • I can explain why it is important to diversify, and how the diversification of a portfolio changes over time.
<p><i>A comprehensive insurance plan (health, life, disability, auto, homeowners, renters, liability, etc.) serves as a safeguard against potential loss.</i> FinLit. D.27. (DOK3)</p>	<ul style="list-style-type: none"> • I can explore the coverage and cost for various insurance products such as health, life, disability, auto, homeowners, renters, liability, etc. • I can research the likelihood that disability and life insurance is needed to replace an income stream.

Culminating / Capstone Project Option One (Service-learning/
Philanthropic Project, Q3-4)

Service-learning has sufficient duration and intensity to address community needs and meet specified outcomes.; Service-learning is intentionally used as an instructional strategy to address community needs and meet specified outcomes; Service-learning actively engages participants in meaningful and personally relevant service activities; Service-learning provides youth with a strong voice in planning, implementing, and evaluating service-learning experiences with guidance from adults; Service-learning promotes understanding of diversity and mutual respect among all participants; Service-learning partnerships are collaborative, mutually beneficial, and address community needs; Service-learning incorporates multiple challenging reflection activities that are ongoing and that prompt deep thinking and analysis about oneself and one's relationship to society; Service-learning engages participants in an ongoing process to assess the quality of implementation and progress toward meeting specified goals, and uses results for improvement and sustainability. Quality Service Learning Standards 1- 5 (DOK4)

- I can work as a member of a team to investigate a community problem that I might potentially address.
- I can work with my team members, teacher and community partners to plan service and learning activities that incorporate financial (fundraising) solutions.
- I can work with my team members to take decisive action to engage in a meaningful service-learning experience.
- I can reflect analytically on my service to better understand its meaning and its connection to me, my society, and what I have learned in school.
- I can publicly share and celebrate what I and my team members have accomplished.

<p>Culminating / Capstone Project Option Two (Experimentation / Survey & Analysis Project, Q3-4)</p> <p><i>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes 11-12.WHST.2 (DOK4)</i></p> <p><i>SCIENCE INQUIRY AND APPLICATION STANDARD During the years of grades 9 through 12, all students must use the following scientific processes (section omitted) to construct their knowledge and understanding in all science content areas:</i></p> <ul style="list-style-type: none"> • <i>Identify questions and concepts that guide scientific investigations;</i> • <i>Design and conduct scientific investigations;</i> • <i>Use technology and mathematics to improve investigations and communications;</i> • <i>Formulate and revise explanations and models using logic and evidence (critical thinking);</i> • <i>Recognize and analyze explanations and models; and</i> • <i>Communicate and support a scientific argument. (DOK4)</i> 	<ul style="list-style-type: none"> • I can identify a question related to economics or personal financial literacy that can be answered using experimentation or statistical research methods. • I can design and conduct a scientific or statistical investigation. • I can use technology and mathematics to improve my investigation and understanding. • I can formulate and revise my explanations using critical thinking. • I can recognize and analyze explanations and models that relate to my investigation. • I can communicate and support my findings in a substantial document.
<p><i>Financial responsibility entails being accountable for managing money in order to satisfy one's current and future economic choices. FinLit. A.1 (DOK3)</i></p> <p><i>Financial institutions offer a variety of products and services to address financial responsibility FinLit C.8 (partial) (DOK 2)</i></p>	<ul style="list-style-type: none"> • I can identify responsible ways for managing money for short and long term goals. • I can describe actions that are both responsible and irresponsible uses of money. • I can establish and manage a checking account (Q2 – 4 simulation).
<p>Culminating / Capstone Project Option Three (Research Paper, Q3-4)</p> <p><i>Write arguments focused on discipline-specific content 11-12</i></p>	<ul style="list-style-type: none"> • I can gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task,

<p>WHST.1 (DOK4)</p> <p><i>Conduct (omitted: short as well as more) sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 11-12 WHST.7 (DOK 4)</i></p>	<p>purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation to produce a substantial research paper that examines a current issue in economics or personal finance.</p>
<p>Content Statements Addressed and Whether they are Knowledge, Reasoning, Performance Skill, or Product: (DOK1) (DOK2) (DOK3) (DOK4)</p>	<p>Underpinning Targets Corresponding with Standards and Whether they are Knowledge, Reasoning, Performance Skill, or Product: "I can.....", "Students Will Be Able To....."</p>