

## Personal Financial Literacy and Economics Overview 2024 - 2025

This document is designed provide parents/guardians/community an overview of the curriculum taught in the FBISD classroom. This document supports families in understanding the learning goals for the course, and how students will demonstrate what they know and are able to do. The overview offers suggestions or possibilities to reinforce learning at home.

Included at the end of this document, you will find:

- A [glossary](#) of curriculum components
- The content area [instructional model](#)
- [Parent resources](#) for this content area

To advance to a particular grading period, click on a link below.

- [Grading Period 1](#)
- [Grading Period 2](#)
- [Grading Period 3](#)
- [Grading Period 4](#)

### Glossary of Curriculum Components

**Overview**— The content in this document provides an overview of the pacing and concepts covered in a subject for the year.

**TEKS** – Texas Essential Knowledge and Skills (TEKS) are the state standards for what students should know and be able to do.

**Unit Overview** – The unit overview provides a brief description of the concepts covered in each unit.

**Concept** – A subtopic of the main topic of the unit.

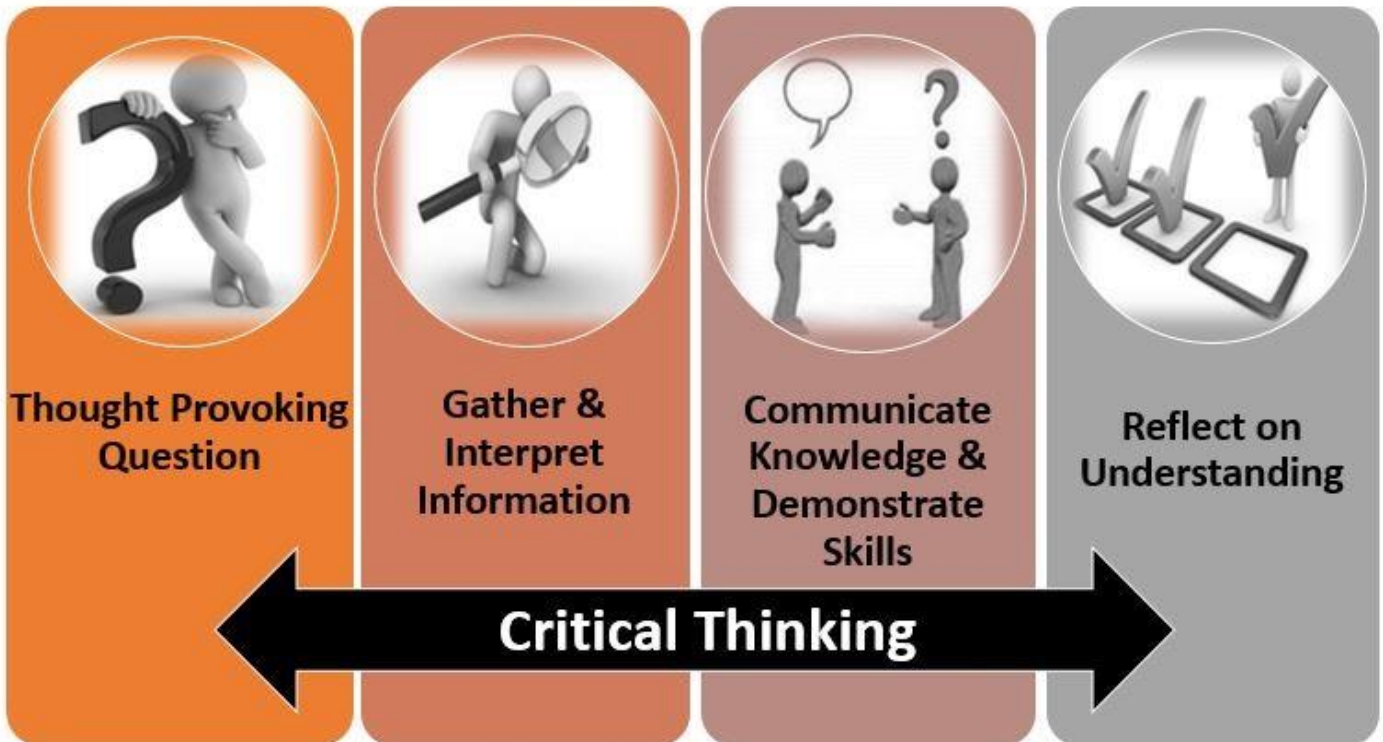
**Success Criteria**—a description of what it looks like to be successful in this concept.

### Parent Supports

The following resources provide parents with ideas to support students' understanding

- [Active Classroom](#)
- [McGraw Hill Personal Financial Literacy](#)
- [Britannica School](#)
- [World Book](#)
- [Ebsco Host](#)
- NewsELA ([Access through FBISD Clever Portal](#))

## Social Studies Instructional Model



This model is an inquiry-based approach to learning Social Studies with a focus on critical thinking skills. Students start with a thought-provoking question, which frames the concept and flows throughout. After students make predictions based on the question, students will gather and interpret information to build his/her understanding of the standard(s) addressed by the question. Next, students will communicate the knowledge gained and demonstrate understanding by engaging in communication and application skills. Finally, students will reflect and assess their understanding.

### Process Standards

The process standards describe ways in which students are expected to engage in the content. The process standards weave the other knowledge and skills together so that students may be successful problem solvers and use knowledge learned efficiently and effectively in daily life.

### Process Standards:

Process Standards:

PFLE.10A use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution;

PFLE.10B develop a budget that addresses short-, medium-, and long-term financial goals; and

PFLE.10C explain why earning income, spending, credit, debt, saving and investing, and protecting and insuring assets are important parts of a comprehensive financial plan and develop a plan that incorporates these components. .

## Grading Period 1- Fall

### Unit 1: Fundamentals of Economics

Fall Estimated Date Range: August 8 –August 23

#### Unit Overview:

In this unit, students will be introduced to the basics of economics. During the course of study, students will understand that economic systems are created from the interaction between scarcity, choice, trade-offs, goods, services, needs, and wants. With the foundational work laid out in this unit, students will then be able to apply economic concepts and principles to becoming informed consumers of products.

#### At home connections:

Discuss with students the big ideas and thought-provoking question related to each concept.

#### Big Ideas:

- Societies organize the production and distribution of goods and services to meet their needs.
- Supply and demand determine the value of resources and products.

#### Thought Provoking Questions

- How do societies meet their needs?
- What impacts the price of things?

#### Concepts within Unit #1

[Link to TEKS](#)

#### Success Criteria for this concept

Concept #1: Scarcity, Choice, and Opportunity Costs  
TEKS:1A, 1B, 1C, 1D, 1F

- I can explain the concepts of scarcity, choice, and opportunity costs
- I can apply these concepts to real-world scenarios
- I can explain and interpret a production possibilities curve
- I can analyze and apply the concepts of scarcity, choice, and opportunity costs to the production-possibilities curve

Concept #2: Supply and Demand  
TEKS: 1E, 1G, 1H

- I can explain the concept of supply and demand
- I can evaluate how prices and quantities are determined through supply and demand
- I can explain the concepts of non-price determinants of supply and demand
- I can analyze how non-price determinants affect equilibrium quantity and equilibrium price

### Unit 2: Macroeconomics

(Fall) Estimated Date Range: August 26- September 23

#### Unit Overview:

In this unit, students will develop an understanding of economic systems with a focus on the U.S. free enterprise system. They will also investigate some of the tools used by governments to administer these economic systems such as taxes and fiscal policies.

#### At home connections:

Discuss with students the big ideas and thought-provoking question related to each concept.

#### Big Ideas:

- All economic systems are mixed.
- All U.S. citizens pay taxes

- Fiscal policies made by the government effect U.S. citizens daily life .

**Thought Provoking Questions**

- Is it better to plan for the short term or the long term?
- Is the risk worth the reward?
- How do decisions you make now affect you later?

Concepts within Unit # 2 <a href="#">Link to TEKS</a>	Success Criteria for this concept
Concept #1: Economic Systems TEKS: 2C, 2D	<ul style="list-style-type: none"> <li>explain how all economic systems are mixed</li> <li>Explain that economic systems exist on a spectrum between pure market and pure command systems</li> <li>Explain the benefits of the U.S. free enterprise system</li> <li>Explain private property in the U.S. free enterprise system</li> <li>Explain the incentives of the U.S. free enterprise system</li> </ul>
Concept #2: Taxation TEKS: 2F, 2A, 2B	<ul style="list-style-type: none"> <li>Explain the impact of fiscal policies enacted by government decisions</li> <li>Identify the types of progressive and regressive taxes at the local, state, and national levels and explain the importance of each</li> </ul>
Concept #3: Fiscal and Monetary Policy TEKS: 2E, 2F, 2G	<ul style="list-style-type: none"> <li>Discuss the macroeconomic goals of the United States including full employment, price stability, and economic growth.</li> <li>Explain the impact of fiscal and monetary policies enacted by the Federal Reserve System on interest rates, inflation, and unemployment.</li> </ul>

## Grading Period 1 and 2- Fall

### Unit 3: Education, Skills, and Earning

(Fall) Estimated Date Range: September 18 - October 9 (Grading Period 1)

(Fall) Estimated Date Range: October 16 – October 23 (Grading Period 2)

Note: This unit spans two grading periods.

#### Unit Overview:

In this unit, students will be equipped with the skills and concepts necessary to gain personal and financial responsibility related to credit, borrowing, and managing credit by exploring real-life scenarios. This course is designed to alert, inform, and educate students covering the three related platforms and have far-reaching economic and social impacts for students as a whole. Students will understand the pitfalls of poor credit management and benefit by recognizing and developing essential capabilities that link life and career objectives with personalized strategies and milestone action plans.

#### At home connections:

Discuss with students the big ideas and thought-provoking question related to each concept.

#### Big Ideas:

- Critical decisions must be made regarding earning and spending.
- There are costs and benefits associated with college, postsecondary education, and training.

#### Thought Provoking Questions

- What is the importance of setting goals?
- What are the costs associated with being employed?
- What is needed to make an informed decision?
- What is the cost of an education?

Concepts within Unit # 3 <a href="#">Link to TEKS</a>	Success Criteria for this concept
Concept #1: Investing in Education TEKS: 3A, 3B, 3C, 3D	<ul style="list-style-type: none"> <li>• Investigate the costs and benefits of various postsecondary education and training institutions</li> <li>• Evaluate the costs and benefits of various postsecondary education and training institutions</li> </ul>
Concept #2: Investing in Skills TEKS: 3A, 3F	<ul style="list-style-type: none"> <li>• Research personal interests and skills with potential careers</li> <li>• Aligning personal interest and skills with a career</li> <li>• Aligning career with postsecondary education</li> <li>• Assure career plan will produce employment that student enjoys</li> <li>• Assure career plan will produce employment that meets students desired standard of living</li> </ul>
Concept #3: Earning TEKS: 4A, 4B, 4C, 4D	<ul style="list-style-type: none"> <li>• Identify sources of income, including wages and salaries, profits, interest, rent, dividends, and capital gains (4A)</li> <li>• Compare common employee benefits such as health insurance, sick leave, retirement plans, and other tax-favored health and dependent care plans (4B)</li> <li>• Identify factors such as educational attainment and market demand for careers that can influence the labor market and affect income (4D)</li> <li>• Differentiate among and calculate gross, net, and taxable income (4C)</li> </ul>

## Grading Period 2- Fall

### Unit 4: Entrepreneurship

(Fall) Estimated Date Range: October 24 – November 7

#### Unit Overview:

In this unit, students will develop an understanding of entrepreneurship and its role in the American economy. Students will investigate resources available for entrepreneurs and compare the ways entrepreneurs earn income and have security with other types of employment. Additionally they will develop an understanding of the risks and rewards taken by individuals who participate in entrepreneurial enterprises and the pros and cons of different types of business organizations.

#### At home connections:

Discuss with students the big ideas and thought-provoking question related to each concept.

#### Big Ideas:

- Critical decisions must be made regarding earning and spending.

#### Thought Provoking Questions

- What are the costs associated with being an entrepreneur?
- What is needed to make an informed decision?

Concepts within Unit # 4 <a href="#">Link to TEKS</a>	Success Criteria for this concept
Concept #1: Roles and Responsibilities of the Entrepreneur TEKS: 5A, 5B, 5C, 5D	<ul style="list-style-type: none"> <li>• Describe the role of the entrepreneur in creating businesses</li> <li>• Explain how an entrepreneur earns income, including through profits from the creation or ownership of businesses</li> <li>• Compare total compensation, additional benefits, and obligations as a self-employed or independent contractor and as an employee</li> <li>• Discuss the resources available for entrepreneurship and the federal, state, and local agencies available to assist with or provide grants for the creation of small business</li> </ul>
Concept #2: Risks and Rewards of Entrepreneurship TEKS: 5E, 5F	<ul style="list-style-type: none"> <li>• Explain the characteristics of business organizations such as sole proprietorships, partnerships, and corporations</li> <li>• Analyze the risks and rewards of entrepreneurship, including those associated with starting a new business, owning a small business, and purchasing a franchise</li> <li>• </li> </ul>

## Unit 5: Earning, Spending, and Credit

(Fall) Estimated Date Range: November 8 – November 22

### Unit Overview:

In this unit, students will develop an understanding of entrepreneurship and its role in the American economy. Students will investigate resources available for entrepreneurs and compare the ways entrepreneurs earn income and have security with other types of employment. Additionally they will develop an understanding of the risks and rewards taken by individuals who participate in entrepreneurial enterprises and the pros and cons of different types of business organizations.

### At home connections:

Discuss with students the big ideas and thought-provoking question related to each concept.

### Big Ideas:

- Saving and investing create wealth and build assets.
- Credit and borrowing are personal financial tools that have terms and conditions.

### Thought Provoking Questions

- Is it better to plan for the short term or the long term?
- Is the risk worth the reward?
- How do decisions you make now affect you later?

Concepts within Unit # 5 <a href="#">Link to TEKS</a>	Success Criteria for this concept
Concept #1: Goal Setting TEKS: 6A, 6B	<ul style="list-style-type: none"> <li>• Analyze the opportunity costs of spending and saving in recognizing short, medium, and long-term goals</li> <li>• Develop financial goals for the short, medium, and long term that are specific, measurable, attainable, realistic, and time based</li> </ul>
Concept #2: Spending TEKS: 6C, 6D, 6E, 6F	<ul style="list-style-type: none"> <li>• Evaluate various forms of financial exchange such as cash, checks, credit cards, debit cards, mobile payment applications, and electronic transfers</li> <li>• Identify and prioritize types of purchases and charitable giving</li> <li>• Evaluate the impact of unplanned spending</li> <li>• Discuss the importance of tracking income and expenses to reconcile financial records</li> </ul>
Concept: Understanding Credit and Debt TEKS: 7A,	<ul style="list-style-type: none"> <li>• Compare and contrast sources of credit such as banks, merchants, peer-to-peer, payday loans, and title loans</li> <li>• Compare and contrast types of credit, including revolving and installment credit, and collateralized loans versus unsecured credit.</li> <li>• Identify the characteristics and dangers of predatory lending practices</li> </ul>

	<ul style="list-style-type: none"><li>• Discuss how character, capacity, and collateral can adversely or positively impact an individual's credit rating and ability to obtain credit</li><li>• Explain how to access a credit report and score and interpret a sample credit report and score</li><li>• Describe the importance of monitoring credit reports regularly and addressing errors</li><li>• Determine and discuss if and when to use credit by considering the truth in lending disclosures</li></ul>
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## Grading Period 3- Spring

### Unit 1: Earning and Spending

(Spring) Estimated Date Range: January 45– February 2

#### Unit Overview:

In this unit, students will begin to develop the skills and strategies that promote personal and financial responsibility related to earnings, savings, and personal financial goals that are linked to the global economy. Effective money management is a disciplined behavior. It is difficult to master, and much more natural when learned earlier in life. This course will start students on a path toward being in control of their financial futures.

#### At home connections:

Discuss with students the big ideas and thought-provoking question related to each concept.

#### Big Ideas:

- Concept 1: Critical decisions must be made regarding earning and spending.
- Concept 2: Critical decisions must be made regarding earning and spending.
- Concept 3: Critical decisions must be made regarding earning and spending.

#### Thought Provoking Questions

- Concept 1: What are the costs associated with being employed?
- Concept 2: What is needed to make an informed decision?
- Concept 3: What is the importance of setting goals?

Concepts within Unit #1 <a href="#">Link to TEKS</a>	Success Criteria for this concept
Concept #1: Earning TEKS: 2B, 2D, 2E, 3A, 3B, 3C	<ul style="list-style-type: none"> <li>• Identify forms of income</li> <li>• Develop an income statement</li> <li>• Identify assets and liabilities</li> <li>• Calculate gross and net pay using information on a paycheck including deductions and taxes</li> </ul>
Concept #2: Spending TEKS: 1A, 2A, 2B, 2D, 2E, 4A, 4B, 4C, 4D	<ul style="list-style-type: none"> <li>• Identify the various types of financial statements and their components</li> <li>• Explain how a financial statement is used to monitor finances</li> <li>• Create a personal budget based on earnings</li> <li>• Exhibit the ability to make good financial decisions based on income</li> <li>• Identify the differences between owning and leasing a house or car</li> <li>• Create a personal budget based on earnings</li> <li>• Exhibit the ability to make good financial decisions based on income</li> <li>• Identify the differences between owning and leasing a house or car</li> </ul>
Concept #3: Personal Financial Goals TEKS: 1A, 1B, 1C, 1D, 2C, 2F	<ul style="list-style-type: none"> <li>• Explore financial choices</li> <li>• Set personal financial goals</li> <li>• Identify obstacles when setting goals</li> <li>• Use a decision making process to make financial decisions</li> <li>• Summarize what it means to be financially responsible</li> </ul>

### Unit 2: Saving and Investing

(Spring) Estimated Date Range: February 5 – February 29

**Unit Overview:**

In this unit, students will familiarize themselves with savings, investment, and retirement.

**At home connections:**

Discuss with students the big ideas and thought-provoking question related to each concept.

**Big Ideas:**

- Concept 1: Saving and investing create wealth and build assets.
- Concept 2: Saving and investing create wealth and build assets.
- Concept 3: Saving and investing create wealth and build assets.
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**Thought Provoking Questions**

- Concept 1: Is it better to plan for the short term or the long term?
- Concept 2: Is the risk worth the reward?
- Concept 3: How do decisions you make now affect you later?

Concepts within Unit # 2 <a href="#">Link to TEKS</a>	Success Criteria for this concept
Concept #1: Saving TEKS: 5A, 5B, 5C, 6A, 6C	<ul style="list-style-type: none"> <li>• Develop a short-term investment plan</li> <li>• Develop an intermediate investment plan</li> <li>• Explain the benefits of charitable contributions</li> </ul>
Concept #2: Investing TEKS: 5B, 5D, 6A, 6B, 6C, 6D	<ul style="list-style-type: none"> <li>• Define investment</li> <li>• Develop an investment strategy</li> <li>• Explain the role of financial institutions in investing</li> <li>• Compare and contrast various types of investment options</li> </ul>
Concept #3: Preparing for Retirement TEKS: 5D, 7A, 7B, 7C	<ul style="list-style-type: none"> <li>• Develop a long-term investment strategy for retirement.</li> <li>• Identify costs of retirement</li> <li>• Identify and explain sources of income during retirement</li> </ul>

## Grading Period 3 and 4- Spring

### Unit 3: Credit and Borrowing

(Spring) Estimated Date Range: March 4 – March 8 (Grading Period 3)

(Spring) Estimated Date Range: March 18 – March 28 (Grading Period 4)

Note: This unit spans two grading periods.

#### Unit Overview:

In this unit, students will be equipped with the skills and concepts necessary to gain personal and financial responsibility related to credit, borrowing, and managing credit by exploring real-life scenarios. This course is designed to alert, inform, and educate students covering the three related platforms and have far-reaching economic and social impacts for students as a whole. Students will understand the pitfalls of poor credit management and benefit by recognizing and developing essential capabilities that link life and career objectives with personalized strategies and milestone action plans.

#### At home connections:

Discuss with students the big ideas and thought-provoking question related to each concept.

#### Big Ideas:

- Concept 1: Credit and borrowing are personal financial tools that have terms and conditions.
- Concept 2: Credit and borrowing are personal financial tools that have terms and conditions.
- Concept 3: Credit and borrowing are personal financial tools that have terms and conditions.

#### Thought Provoking Questions

- Concept 1: Is anything in life truly free?
- Concept 2: How do decisions you make now affect you later?
- Concept 3: What is needed to make an informed decision?

Concepts within Unit # 3 <a href="#">Link to TEKS</a>	Success Criteria for this concept
Concept #1: Credit TEKS: 8A, 8B, 8C	<ul style="list-style-type: none"> <li>• List and identify types of credit</li> <li>• List and identify sources of credit</li> <li>• Compare and contrast types of credit</li> <li>• Determine the positive and negative impact of using credit</li> </ul>
Concept #2: Borrowing TEKS:	<ul style="list-style-type: none"> <li>• Explain the components of the cost of borrowing</li> <li>• Explain the strategies to reduce the cost of borrowing</li> </ul>
Concept #3: Managing Credit TEKS:	<ul style="list-style-type: none"> <li>• Identify how a credit report affects future financial decisions.</li> <li>• Understand how credit scores impact how much credit will cost</li> <li>• Identify warning signs of financial stresses that could lead to bankruptcy</li> <li>• Evaluate the impact of poor credit management and bankruptcy against one's credit score</li> </ul>

## Grading Period 4 - Spring

### Unit 4: Protecting and Insuring

(Spring) Estimated Date Range: April – April 19

#### Unit Overview:

In this unit, students will explore ways to manage risk through insuring and protecting their assets. Students will compare and contrast types of insurance options and analyze how the price of insurance is influenced by an individual's behavior. The learner will learn that insurance allows people to transfer risk by paying a fee now to avoid the possibility of a larger loss later. In addition, students will understand how people make choices to protect themselves from the financial risk of lost income, assets, health, or identity. Students will learn how important it is to make end-of-life plans such as a living will and medical directives in order to protect assets. Students will learn how to manage loss of financial information or assets due to unexpected life events.

**At home connections:**

Discuss with students the big ideas and thought-provoking question related to each concept.

**Big Ideas:**

- Concept 1: Individuals must prepare for financial risks by insuring and protecting their assets.
- Concept 2: Individuals must prepare for financial risks by insuring and protecting their assets.

**Thought Provoking Questions**

- Concept 1: How do you limit the impact of a risk?
- Concept 2: How will you take care of those you love?

Concepts within Unit # 4 <a href="#">Link to TEKS</a>	Success Criteria for this concept
Concept #1: Insuring TEKS: 12A, 12B, 12C, 12D, 12E, 12F, 12G	<ul style="list-style-type: none"> <li>• Summarize basic insurance terms</li> <li>• Explore the different types of insurance</li> <li>• Understand the purpose of having insurance</li> <li>• Summarize the costs and benefits of: Health insurance, Disability insurance, Long-term care insurance, Life insurance, Property insurance, Auto insurance, Supplemental insurance</li> </ul>
Concept #2: Protecting TEKS: 11A, 11B, 13A, 13B, 13C, 14A, 14B	<ul style="list-style-type: none"> <li>• Identify identity theft</li> <li>• Apply safe practices to protect against identity theft</li> <li>• Summarize common schemes and scams: Investment, Pyramid, Phishing, Check cashing, Home renovation scams</li> <li>• Identify resources available to help consumers and victims to report fraud.</li> <li>• Explain how legal documents protect personal assets</li> </ul>

## Unit 5: College and Postsecondary Education and Training

(Spring) Estimated Date Range: April 22 – May 19

### Unit Overview:

This unit includes instruction in methods of paying for college and other postsecondary education and training along with completing the application for federal student aid provided by the U.S. Department of Education. Students analyze the relationship between education and training and earnings potential; evaluate the quality of potential college, postsecondary education, and training courses; evaluate the total cost of these programs; and analyze the advantages and disadvantages of various sources of funds to pay for their education.

### At home connections:

Discuss with students the big ideas and thought-provoking question related to each concept.

### Big Ideas:

- Concept 1: There are costs and benefits associated with college, postsecondary education, and training.

### Thought Provoking Questions

- Concept 1: What is the cost of an education?

Concepts within Unit # 5 <a href="#">Link to TEKS</a>	Success Criteria for this concept
Concept #1: Life After High School TEKS: 15A, 15B, 15C, 15D, 16A, 16B, 16C	<ul style="list-style-type: none"> <li>• Explain the types of costs associated with college, postsecondary education, and training and the potential earning benefits of each option</li> <li>• Explain the advantages and disadvantages of student loans, grants, scholarships, work-study and military programs for postsecondary education and training.</li> </ul>