

Personal Financial Literacy Overview 2022 - 2023

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](#)

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:

ECO.22 The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology.

ECO.23 The student communicates in written, oral, and visual forms.

ECO.24 The student uses problem-solving and decision-making skills, working independently with others, in a variety of settings.

Grading Period 1- Fall

Unit 1: Earning and Spending

Fall) Estimated Date Range: August 10 –September 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 Link to TEKS	Success Criteria for this concept
Concept #1: Earning TEKS: 2B, 2D, 2E, 3A, 3B, 3C	<ul style="list-style-type: none"> • Identify forms of income • Develop an income statement • Identify assets and liabilities • Calculate gross and net pay using information on a paycheck including deductions and taxes
Concept #2: Spending TEKS: 1A, 2A, 2B, 2D, 2E, 4A, 4B, 4C, 4D	<ul style="list-style-type: none"> • Identify the various types of financial statements and their components • Explain how a financial statement is used to monitor finances • Create a personal budget based on earnings • Exhibit the ability to make good financial decisions based on income • Identify the differences between owning and leasing a house or car • Create a personal budget based on earnings • Exhibit the ability to make good financial decisions based on income • Identify the differences between owning and leasing a house or car
Concept #3: Personal Financial Goals TEKS: 1A, 1B, 1C, 1D, 2C, 2F	<ul style="list-style-type: none"> • Explore financial choices • Set personal financial goals • Identify obstacles when setting goals • Use a decision making process to make financial decisions • Summarize what it means to be financially responsible
Unit 2: Saving and Investing (Fall) Estimated Date Range: September 6 – September 22	
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: <ul style="list-style-type: none"> • 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. 	
Thought Provoking Questions <ul style="list-style-type: none"> • 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 Link to TEKS	Success Criteria for this concept
Concept #1: Saving TEKS: 5A, 5B, 5C, 6A, 6C	<ul style="list-style-type: none"> • Develop a short-term investment plan • Develop an intermediate investment plan • Explain the benefits of charitable contributions
Concept #2: Investing	<ul style="list-style-type: none"> • Define investment

TEKS: 5B, 5D, 6A, 6B, 6C, 6D	<ul style="list-style-type: none"> • Develop an investment strategy • Explain the role of financial institutions in investing • Compare and contrast various types of investment options
Concept #3: Preparing for Retirement TEKS: 5D, 7A, 7B, 7C	<ul style="list-style-type: none"> • Develop a long-term investment strategy for retirement. • Identify costs of retirement • Identify and explain sources of income during retirement

Grading Period 1 and 2- Fall

Unit 3: Credit and Borrowing

(Fall) Estimated Date Range: September 26 - October 6 (Grading Period 1)

(Fall) Estimated Date Range: October 11 – October 21 (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:

- 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

[Link to TEKS](#)

Success Criteria for this concept

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

Grading Period 2- Fall

Unit 4: Protecting and Insuring

(Fall) Estimated Date Range: October 24 – November 11

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

Unit 5: College and Postsecondary Education and Training

(Fall) Estimated Date Range: November 14 – December 12

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 Link to TEKS	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"> • Explain the types of costs associated with college, postsecondary education, and training and the potential earning benefits of each option • Explain the advantages and disadvantages of student loans, grants, scholarships, work-study and military programs for postsecondary education and training.

Grading Period 3- Spring

Unit 1: Earning and Spending

(Spring) Estimated Date Range: January 5 – 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 Link to TEKS	Success Criteria for this concept
Concept #1: Earning TEKS: 2B, 2D, 2E, 3A, 3B, 3C	<ul style="list-style-type: none"> • Identify forms of income • Develop an income statement • Identify assets and liabilities • Calculate gross and net pay using information on a paycheck including deductions and taxes
Concept #2: Spending TEKS: 1A, 2A, 2B, 2D, 2E, 4A, 4B, 4C, 4D	<ul style="list-style-type: none"> • Identify the various types of financial statements and their components • Explain how a financial statement is used to monitor finances • Create a personal budget based on earnings • Exhibit the ability to make good financial decisions based on income • Identify the differences between owning and leasing a house or car • Create a personal budget based on earnings • Exhibit the ability to make good financial decisions based on income • Identify the differences between owning and leasing a house or car
Concept #3: Personal Financial Goals TEKS: 1A, 1B, 1C, 1D, 2C, 2F	<ul style="list-style-type: none"> • Explore financial choices • Set personal financial goals • Identify obstacles when setting goals • Use a decision making process to make financial decisions • Summarize what it means to be financially responsible

Unit 2: Saving and Investing

(Spring) Estimated Date Range: February 3 – February 28

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

Grading Period 3 and 4- Spring

Unit 3: Credit and Borrowing

(Spring) Estimated Date Range: March 1 – March 10 (Grading Period 3)

(Spring) Estimated Date Range: March 20 – March 31 (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 Link to TEKS	Success Criteria for this concept
Concept #1: Credit TEKS: 8A, 8B, 8C	<ul style="list-style-type: none"> • List and identify types of credit • List and identify sources of credit • Compare and contrast types of credit • Determine the positive and negative impact of using credit
Concept #2: Borrowing TEKS:	<ul style="list-style-type: none"> • Explain the components of the cost of borrowing • Explain the strategies to reduce the cost of borrowing
Concept #3: Managing Credit TEKS:	<ul style="list-style-type: none"> • Identify how a credit report affects future financial decisions. • Understand how credit scores impact how much credit will cost • Identify warning signs of financial stresses that could lead to bankruptcy • Evaluate the impact of poor credit management and bankruptcy against one's credit score

Grading Period 4 - Spring

Unit 4: Protecting and Insuring

(Spring) Estimated Date Range: April 3 – April 22

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

Unit 5: College and Postsecondary Education and Training

(Spring) Estimated Date Range: April 26 – 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 Link to TEKS	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"> • Explain the types of costs associated with college, postsecondary education, and training and the potential earning benefits of each option • Explain the advantages and disadvantages of student loans, grants, scholarships, work-study and military programs for postsecondary education and training.

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.

Resource	
McGraw Hill Personal Financial Literacy	This is the state adopted textbook for high school Personal Financial Literacy. Click on the link for directions on accessing the textbook.
Discovery Education	This resource provides supplemental resources such as maps, videos, and readings to support students in learning and understanding social studies.
Britannica School or World Book	These resources provide encyclopedia articles and primary sources that can be modified to a student's grade level reading ability, as well as games to support students in learning and understanding social studies.
Ebsco Host	This resource provides parents and students with access to databases, e-books, journals, and magazines.
Maps 101	This resource provides maps, animations, video games, and activities that support students in learning and understanding social studies.

NewsELA

This resource provides students with current events articles aligned to social standards.

All resources above can be accessed through [1Link](#).

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.