Unit 3: Insurance

Content Area: **Business Management and Information**
Course(s):
Time Period: **Marking Period 2**
Length: **2-3 Weeks**
Status: **Published**

Summary

The Financial Literacy course is designed to provide students with a foundational understanding of fundamental financial concepts, develop students' practical and money management skills, and instill a sense of financial responsibility and sound decision-making. The course aims to equip students with the knowledge and skills needed to make informed and responsible financial decisions throughout their lives, fostering confidence in navigating real-world financial scenarios.

This unit is part of the larger aforementioned course sequence and specifically focuses on insurance where students will understand that while everyone risks financial loss due to accidents and unplanned events, but insurance can aid in offsetting financial burdens and provide protection to individuals and families. Students will further explain how the cost of insurance may vary due to pre-existing conditions, liability, premiums, and amount of coverage, and many Americans struggle to pay for coverage due to challenges in the insurance industry; government programs provide some aid to the costs of insurance for some, but government insurance is limited and not guaranteed. By the end of this unit, students will be able to identify and explain the types of auto, health, renter's, and property insurance and when they are utilized, compare insurance plans to pick the one best for an individual or family, identify and explain how premiums and deductibles vary based on insurance plans, analyze how insurance plans vary based on an individual's status, including their credit score, sex, age, pre-existing conditions, and/or previous history with insurance use, explain the purpose of government-provided insurance programs such as Medicaid and Medicare, as well as how Medicaid coverage differs among states, analyze how required insurance may vary based on where someone lives, and assess the extent to which insurance aids individuals in their financial wellbeing. Students will also know the costs and benefits to insurance, the difference between insurance plans, the tools for comparison shopping insurance plans, the ways to offset medical expenses outside of insurance coverage, the factors that contribute to the cost of an insurance plan, the ways insurance providers profit from providing coverage to individuals and families, and the challenges in obtaining affordable insurance and healthcare for individuals living with pre-existing conditions.

Students in Business Management and Information Systems classes develop skills that are intended to give them a competitive advantage in the workplace. Through the study of core business topics and current events, this curriculum encourages students to refine their speaking and listening skills, collaborate with their peers, and explore and research potential career paths. This course fulfills the 2.5 credits in financial literacy coursework required by both Cranford High School and the state of New Jersey for graduation.

Revision Date: August 2024

Standards

9.1.12.RM.3: Compare the cost of various types of insurance (e.g., life, homeowners, motor vehicle) for the same product or service, strategies to lower costs, and the process for filing an insurance claim.

9.1.12.RM.4: Determine when and why it may be appropriate for the government to provide insurance coverage rather than private industry.

9.1.12.RM.5: Explain what self-insuring is and determine when it is appropriate.

9.1.12.RM.6: Differentiate the costs benefits and features (e.g., riders, deductibles, umbrella policies) of renter's and homeowner's insurance.

9.1.12.FI.4: Research benefits and drawbacks of products offered by financial and non-financial companies (e.g., banks, credit unions, check-cashing stores, product warranty insurance).

9.1.12.RM.7: Evaluate individual and family needs for insurance protection using opportunity-cost analysis to determine if the amount of protection is adequate or over-insured.

9.2.12.CAP.12: Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.

9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., 7.1.AL.IPRET.6).

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using

context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

New Jersey Diversity and Inclusion Law
In accordance with New Jersey's Chapter 32 Diversity and Inclusion Law, this unit includes instructional materi economic diversity, equity, inclusion, tolerance, and belonging in connection with race and ethnicity, and disabi

The standards in this unit reflect a developmental progression across grade levels and make interdisciplinary connections across content areas including the humanities, technology, career readiness, cultural awareness, and global citizenship.

Essential Questions/Enduring Understandings

Essential Questions:

- Why is it important to insure one's self and assets?
- Why do insurance policies vary in their protection of assets and cost?
- How does insurance provide financial protection for individuals and others?
- To what extent do and should government programs aid in offsetting the cost of expenses through provided insurance?

Enduring Understandings:

- While everyone risks financial loss due to accidents and unplanned events, insurance can aid in offsetting financial burdens and provide protection to individuals and families.
- The cost of insurance may vary due to pre-existing conditions, liability, premiums, and amount of coverage, and many Americans struggle to pay for coverage due to challenges in the insurance industry; government programs provide some aid to the costs of insurance for some, but government insurance is limited and not guaranteed.

Objectives

Students will know:

- Vocabulary (including, but not limited to - types of insurance, premium, liability, collision, comprehensive, premium, deductible, umbrella policies, warranty, self-insured, Social Security, Medicare, recipient, provider, copay, coverage)
- The purpose of insurance, including health insurance, auto insurance, renter's insurance, and property insurance.
- The ways a premium is determined.
- The different types of auto insurance coverage, including when liability, collision, and/or comprehensive would be applied.
- The way that deductible amounts impact premium costs.
- The way the government provides basic insurance care to those in need through Social Security and Medicare.
- The way providers make money through insurance plans.
- The ways that people with pre-existing conditions have greater difficulty finding health insurance than those without pre-existing conditions.
- The purpose of a warranty in protecting property.
- The ways that everyone experiences financial loss at some point in their life, through accidents, medical emergencies, and other unplanned events.
- The purpose of insurance is to provide financial protection in cases of emergency or accidents.

Students will be skilled at:

- Differentiating between types of car insurance and when they are applicable to incidents.
- Determining which auto insurance plan is best for the needs of an individual, accounting for premiums, coverage, and deductibles.
- Explaining the costs and benefits to insurance.
- Explaining why insurance is mandatory for certain products, such as cars in New Jersey and renter's insurance for certain properties.
- Analyzing how insurance provides financial protection to individuals and families in times of accidents or emergencies.
- Assessing the extent to which the government provides assistance in providing and guaranteeing health

insurance to individuals regardless of pre-existing health conditions, age, or level of income.

- Assessing the extent to which it is the government's responsibility to provide a level of protection to civilians, such as through health insurance.
- Determining which level of protection is necessary for an individual to avoid being under-insured or over-insured.
- Explaining the various costs associated with health insurance.
- Describe ways to lower medical costs.

Learning Plan

- **Intro to Insurance:** Students will review their current understanding of insurance and discuss why insurance may be beneficial to have. Students will then define the types of insurance, including auto, home, renter's and health insurance, and participate in a stations activity where they examine how the different forms of insurance work, reflecting on how they provide different levels of protection. Students will also consider the costs and benefits of insurance policies, considering why many people decide to purchase insurance plans.
- **Should I Insure This? Analysis:** Students will first be introduced to the considerations of insurance companies and how they can "afford" to offer coverage to individuals and groups. Students will then examine three scenarios in which they consider whether or not to approve insurance for the group in question. Students will explain their answers connecting back to the considerations that insurance companies make when approving groups for insurance.
- **Comparing Auto Insurance Coverage:** Students will review the types of insurance coverage available for automobiles, as well as the terms premium, deductible, and coverage. Students will then compare plans and decide which one best fits the needs of a driver based on varying scenarios. Students will also compare car insurance companies to assess how real-life plans compare in price and coverage. Students will then reflect on why basic auto insurance is required in most states, the factors that contribute to variable rates, and how to determine which plan is best for an individual.
- **Bummer! Game:** Students will participate in an online interactive game where they must decide the type of pet, renters, and auto insurance. Students will consider deductibles, premiums, and coverage of plans, as well as potential add-ons or riders that they want to include in addition to their monthly insurance payment. Students will then face various scenarios in which they will determine if their insurance coverage adequately protects them. Students will then reflect on the costs and benefits of insurance plans, and consider how they would alter their plan if they needed to.
- **Analyzing Health Insurance Policies:** Students will examine the types of health insurance plans and how they compare in monthly payments and coverage of prescriptions, doctor's visits, and hospitalization. Students will then examine how coverage can vary the costs for prescriptions, doctor's visits, ambulance fees, and hospitalizations. Students will calculate the cost and compare which plan would be best for each individual in the given scenario.
- **Health Benefits Plan:** Students will analyze a health benefits plan to assess how to determine what someone's monthly payment is, their copay, and cost of prescription medicine and lab work. Students will compare health benefits to determine which level of protection may be best for an individual based on their needs.
- **Ways to Lower Medical Costs:** Students will first examine statistics related to the high cost of medical expenses, including going to the ER or Urgent Care, types of prescriptions used, ambulance

costs, and costs of medical expenses without insurance. Students will then create a "Ways to Lower Medical Costs" plan for an intended audience of individuals seeking financial protection. Students should consider how their plan could be actionable and lower the cost of medical expenses, while also considering unavoidable aspects of medical costs, such as emergencies and pre-existing conditions.

- **Examining Government Insurance Assistance:** Students will define Medicare and Medicaid and how they contribute to expanding health insurance coverage for Americans. Then, students will analyze how health insurance coverage under government programs varies state to state through viewing the video "Medicaid Explained." Students will reflect on the challenges of accessing affordable, government issued health insurance for people living with disabilities and consider how government provided insurance can help financially protect Americans in need.
- **Should the Government Require Medical Insurance? Inquiry Activity:** Students will first be introduced to government provided health insurance by comparing the United States healthcare costs and mortality rates to other developed countries with similar GDPs. Students will reflect on how the United States has the highest medical costs, as well as how they have the highest private costs of medical payments and debt compared to other countries. Students will then be asked the prompt question and research the pros and cons to government-funded and required medical insurance. After researching, class will engage in an open discussion on their findings, discussing to what extent the United States could or would implement a government-funded medical insurance system, and how it could impact Americans financially.

Assessment

When taking a Social Studies course, students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Many of the performance tasks below can be implemented as formative and/or summative assessments. As teachers strive for students to demonstrate proficiency, they will need to create additional or alternative assessments based on demonstration or absence of skill.

Formative Assessments:

- Intro to Insurance
- Should I Insure This? Analysis
- Comparing Auto Insurance Coverage
- Bummer! Game Reflection
- Analyzing Health Insurance Policies
- Health Benefits Plan Analysis
- Examining Government Assistance

Summative Assessments:

- Insurance Quiz

- Ways to Lower Medical Costs
- Should the Government Require Medical Insurance? Research

Alternative Assessment:

- Students will log a one week long journal entry where they will explain different scenarios where different kinds of insurance might be necessary (ex: a tree fell on a fence, a car accident, an illness, etc.)

Materials

The design of this course allows for the integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available In addition to the materials below, the following link connects to district approved textbooks and resources utilized in this course: Core Book List.

The following are approved resources that teachers can include to further unit related objectives:

Insurance Premiums, Deductions, and Limits (AllState)

State Minimum Car Insurance Requirement (NerdWallet)

How Does Insurance Work? (Video)

Intro to Insurance (Next Gen Personal Finance)

Compare: Car Insurance Comparison Shopping (Next Gen Personal Finance)

Compare Car Insurance Rates (Forbes)

Bummer! Game and Reflection Questions (Next Gen Personal Finance)

What Determines the Price of an Auto Insurance Policy? (Market Watch)

Should I Insure This? Activity

Get Covered NJ Tips for Choosing a Plan (NJ.gov)

How Health Insurance Works (Next Gen Personal Finance)

Data Crunch: How do Americans Access Health Insurance? (Next Gen Personal Finance)

What's Best for You: Your Employer Health Insurance or Individual Plans? (Consumer Coverage)

How to Access health Insurance (Next Gen Personal Finance)

Compare: Types of Health Insurance (Next Gen Personal Finance)

Fine Print: Health Benefits Form (Next Gen Personal Finance)

The Real Reason American Healthcare is So Expensive (Vox)

Medicaid, Explained: Why it's Worse to be Sick in Some States than Others (Vox)

Why U.S. Healthcare is Getting More Expensive (CNBC)

Should the Government be Allowed to Require Insurance? (Next Gen Personal Finance)

Universal Health Care Pros and Cons (ProCon.org)

Any additional resources that are not included in this list will be presented to and reviewed by the supervisor before being included in lesson plans. This ensures resources are reviewed and vetted for relevance and appropriateness prior to implementation.

Suggested Strategies for Modification

This link includes content specific accommodations and modifications for all populations:

https://docs.google.com/spreadsheets/d/1Pp6EJOCsFz5o4-opzsXpQDQoa6aClW-bkRGPDRHXVrk/edit?usp=sharing

These additional strategies are helpful when learning Social Studies content and skills:

- Bold terms in directions.
- Read texts aloud for students to assist in comprehension and analysis.
- Provide opportunities for text-to-speech for written responses.
- Use visual presentations of all materials and instructions.
- Provide step-by-step instructions for mathematical problems that require calculation.
- Model of practices to support student understanding.