| ***Unit 3: Credit and Debt Management*** ***(4 Weeks)***  |
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| **Targeted Standards** * 9.1.8.C.1 Compare and contrast credit cards and debit cards and the advantages and disadvantages of using each.
* 9.1.8.C.3 Compare and contrast debt and credit management strategies.
* 9.1.8.C.5 Calculate the cost of borrowing various amounts of money using different types of credit (e.g., credit cards, installment loans, mortgages).
* 9.1.8.C.7 Determine potential consequences of using “easy access” credit (e.g., using a line of credit vs. obtaining a loan for a specific purpose). 9.1.8.C.8 Explain the purpose of a credit score and credit record, and summarize borrowers’ credit report rights.
* 9.1.8.C.9 Summarize the causes and consequences of personal bankruptcy.
* 9.1.8.C.10 Determine when there is a need to seek credit counseling and appropriate times to utilize it.
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| **Rationale and Transfer Goals** : The students are learning what it means to have good credit and how their credit will impact their lives. The students will learn what they need to do to get a good credit score so that they may purchase items such as new cars, homes, and get loans from a financial institution. The students will have an understanding that their credit history will impact their lives in college and into their adulthood. The students will work on activities that will show them how to be an informed consumer and how to create a positive credit history for themselves. The students will earn the impact of having a negative credit score and the impact it will have in their adult lives. The students will then be able to impart these lessons into their own personal lives and have a stronger understanding that financial stability is something that should be worked towards and maintained.  |
| **Enduring Understandings:*** Students will understand the importance of getting and maintaining a good credit score
* Students will understand that the buying of goods and services are based upon sound decision making
* Students will understand that declaring bankruptcy will have a lasting effect on their personal and professional lives
* Students will understand there are different financial options when buying a home/mortgage
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| **Essential Questions**:* What is a credit score?
* Why is it important to have a good credit score?
* When purchasing goods and services, how should I go about it?
* What type of mortgage is right for me when I’m ready to buy a home?
* What is bankruptcy?
* What are the implications if I declare bankruptcy?
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| **Content/Objectives** | **Instructional Actions** |
| **Content*****What students will know*** | **Skills*****What students will be able to do*** | **Activities/Strategies*****How we teach content and skills*** | **Evidence (Assessments)*****How we know students have learned*** |
| * The students will know the importance of getting and maintaining a positive credit score.
* The students will understand that making purchases based upon good decision making skills is important for financial stability.
* The students will know that there are different options when getting a mortgage and which options might be available.
* The students will understand the option of bankruptcy and implications it has on a person’s financial life.
 | * Identify what a credit score is and why it is important to have a good score.
* Develop a plan when trying to get a mortgage/buying a home.
* Identify the issues that might arise when declaring bankruptcy and how it will affect a person.
 | * Unit 1-5
 | Bellringers, lesson activities and projects, guided readings, section assessments, unit tests.[Assessments](https://drive.google.com/drive/folders/14LxUBma3IBk-KzOIySJmOdPGNzH7V1co?usp=share_link) |
| **Spiraling for Mastery** **Where does this unit spiral back to other units from this or previous years** **in order to ensure that students retain mastery of what they’ve learned?** |
| **Content or Skill for this Unit** | **Spiral Focus from Previous Unit** | **Instructional Activity** |
| The content of this unit introduces the concepts of making good financial decisions that will lead to positive credit scores, making sound purchasing decisions, and how to find a mortgage that fits the financial demands of the individual.  | * Using the previous two units as a basis for creating a strong financial foundation
 | [www.Bizkids.com](http://www.bizkids.com)[www.fianceintheclassroom.com](http://www.fianceintheclassroom.com)[www.edutopia.org](http://www.edutopia.org)[www.nea.org](http://www.nea.org)  |
| **21st Century Skills:*** CRP1. Act as a responsible and contributing citizen and employee.
* CRP3. Attend to personal health and financial well-being.
* CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
* CRP10. Plan education and career paths aligned to personal goals.
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| **Key resources:** FoolProofMe.com online modules |
| **Interdisciplinary Connections:** **Geography-** Analyze the cost of mortgages based upon the geographic location of the home**Math-** Compare the costs of a mortgage using a fixed rate or an adjustable rate**Language Arts-** Research and write an essay on the long term ramifications on declaring bankruptcy **Technology-** Compare locations/cost of homes using a variety of realtor websites |

[Faculty may click here to submit a comment, feedback item, or suggestion](https://docs.google.com/forms/d/1SW2D1aDmhBKEISuIBYrSwhGonjUki5g62NgzXqndB6A/viewform?usp=send_form)