



**Marietta City Schools**

**District Unit Planner**

Everything on the unit planner must be included on the unit curriculum approval statement.

*Personal Finance and Economics*

|                   |  |                 |   |                            |            |
|-------------------|--|-----------------|---|----------------------------|------------|
| <b>Unit title</b> | <i>Unit 4- Money, Banking, Credit, and the Federal Reserve</i> | <b>MYP year</b> | 4 | <b>Unit duration (hrs)</b> | 11.5 Hours |
|-------------------|--|-----------------|---|----------------------------|------------|

**Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?***

**GSE Standards**

**Standards**

**SSEMA2 Explain the role and functions of the Federal Reserve System.**

- a. Describe the organization of the Federal Reserve System (12 Districts, Federal Open Market Committee (FOMC), and Board of Governors).
- b. Describe the Federal Reserve Bank's roles in payment processing, bank supervision, and monetary policy including the dual mandate of price stability and full employment.
- c. Describe how the Federal Reserve uses various tools of monetary policy to target the federal funds rate and how this rate influences other interest rates in the economy.

**SSEPF3 Explain how the financial system channels funds from savers to investors.**

- a. Explain the roles/functions of money as a medium of exchange, store of value, and unit of account/standard of value.

**SSEPF4 Explain how interest rates affect various consumer decisions.**

- b. Define annual percentage rate and describe how different interest rates can affect monthly payments on loans.
- c. Use an online amortization tool to show how payments on a fixed loan like a mortgage are applied to interest and principal.
- d. Explain the difference between simple and compound interest and the difference between fixed and variable interest.
- e. Define nominal and real returns and explain how inflation affects interest-earning savings and investment accounts.

**SSEPF5 Explain how changes in taxation can have an impact on an individual's spending and saving choices.**

- a. Describe income, sales, property, capital gains, and estate taxes in the U.S.

b. Describe the difference between progressive, regressive, and proportional taxes.

**Concepts/Skills to be Mastered by Students**

**Information Processing Skills:**

- 1 .compare similarities and differences
- 3 .identify issues and/or problems and alternative solutions
5. identify main idea, detail, sequence of events, and cause and effect in a social studies context
8. identify social studies reference resources to use for a specific purpose
9. construct charts and tables
10. analyze artifacts
- 11.draw conclusions and make generalizations
- 12.analyze graphs and diagrams
- 14.formulate appropriate research questions
15. determine adequacy and/or relevancy of information
- 16.check for consistency of information

**SS Reading Standards 9-10:**

**L9-10RHSS1:** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

**L9-10RHSS2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

**L9-10RHSS4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

**L9-10RHSS6:** Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts

**L9-10RHSS7:** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

**L9-10RHSS8:** Assess the extent to which the reasoning and evidence in a text support the author's claims.

**SS Writing Standards 9-10:**

**L9-10WHST2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

**L9-10WHST4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**L9-10WHST5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience

**L9-10WHST8:** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**L9-10WHST9:** Draw evidence from informational texts to support analysis, reflection, and research.

| Key concept  | Related concept(s)   | Global context   |
|--|--|--|
| Perspective is the position from which we observe situations, objects, facts, ideas and opinions. Perspective may be associated with individuals, groups, cultures or disciplines. | Causality (cause and consequences)<br>Consumption<br>Power | Identities and Relationships Students will explore identity; beliefs and values; human relationships including, communities and cultures; what it means to be human. |

**Statement of inquiry**

As systems become more complex, the need for specific structures increases.

**Inquiry questions**

**Factual—**

- What is the Fed’s role in determining the well-being of the economy?
- What federal agencies oversee banks in our country?
- What does it mean to diversity investments?
- What deductions come out of your paycheck?

**Conceptual—**

- How do interest rates act as an incentive to save or spend?
- Is fixed or variable interest better for long term investments?

**Debatable-**

- How should monetary policy influence price stability, full employment and economic growth?

| MYP Objectives  | Assessment Tasks   |   |
|---|--|---|
| <i>What specific MYP <b>objectives</b> will be addressed during this unit?</i>          | <i><b>Relationship</b> between summative assessment task(s) and statement of inquiry:</i>  | <i>List of common formative and summative assessments.</i>  |
| <p>Criterion A: Knowing and Understanding<br/>           Criterion B: Investigating</p> | <p>Filing Income Taxes - Students will learn how to read, understand, and fill out sample Tax forms in order to understand the process of filling out their Personal Income Taxes.</p> | <p><b><u>Formative Assessment(s):</u></b></p> <p>Quick check on content and concepts<br/>           Daily opening activities to check for understanding<br/>           Small group discussions &amp; feedback: participation in group discussion</p> <p><b>Macroeconomics CFA</b><br/>           eight multiple choice questions that assess content standards at DOK 1 and DOK 2 level<br/>           Quick check on content and concepts<br/>           Daily opening activities to check for understanding<br/>           Small group discussions &amp; feedback: participation in group discussion</p> <p><b>Monetary Policy Econ CFA</b></p> <p><b><u>Summative Assessment(s):</u></b></p> <p>Macroeconomics FALL 2019 Summative<br/>           Macro Summative Spr22 in AMP</p> <ul style="list-style-type: none"> <li>• Multiple choice assessment that assess all content standards of the unit.</li> </ul> |

### Approaches to learning (ATL)

**Category:** Organizational skills

**Cluster:** Organizational skills

**Skills:** Students will understand how to fill out employment paperwork, analyze a paystub, learn how to manipulate form 1040, and electronically file income taxes.

### Learning Experiences

Add additional rows below as needed.

| Objective or Content   | Learning Experiences                                   | Personalized Learning and Differentiation   |
|--|--|---|
| <b>SSEPF5 Explain how changes in taxation can have an impact on an individual's spending and saving choices.</b> | ☰ Types of Taxes-Progressive, Regressive, Proportional | After presentation on types of taxes, examine the scenarios on how tax is calculated and complete the assignment. Choose which is most appropriate. All students 504 and IEP plans will be addressed in class.  |
| <b>SSEPF4 Explain how interest rates affect various consumer decisions.</b>                                      | ☰ Interest Rates Assignment                            | Complete the everfi module: Banking Basics. Complete assignment on simple and compound interest, credit card interest, car loan interest. Examine various scenarios to choose which is best. All students 504 and IEP plans will be addressed in class. |
| <b>SSEPF5 Explain how changes in taxation can have an impact on an individual's spending and saving choices.</b> | ☰ Form 1040-How to file taxes                          | After presentation on filing taxes, complete the assignment-which includes how to read a pay stub, what is considered income, and how to fill out a 1040. All students 504 and IEP plans will be addressed in class.                                    |

## Content Resources

[Finding Money to Save](#) (DEX Simulation)

[Time for Payback](#)

[Paycheck and Taxes](#)

[Types of Taxes](#)


[Filing Taxes](#)


[What to Expect at the Bank](#) (DEX Investigation)

[Video Links for Budgeting and Saving](#)


[Video Links for Taxes and Income](#)


[Personal Banking Habits](#)


 Interest Rates Assignment


 INTERACTIVE: The Power of Compounding

 Interactive: NGPF's Credit Clash

 Types of Taxes-Progressive, Regressive, Proportional

 Form 1040-How to file taxes

 Tax Simulation

 Monetary and Fiscal Policy.pptx

P Federal Reserve PWP.pptx

P TestYourKnowledge monetary Policy PWP.pptx