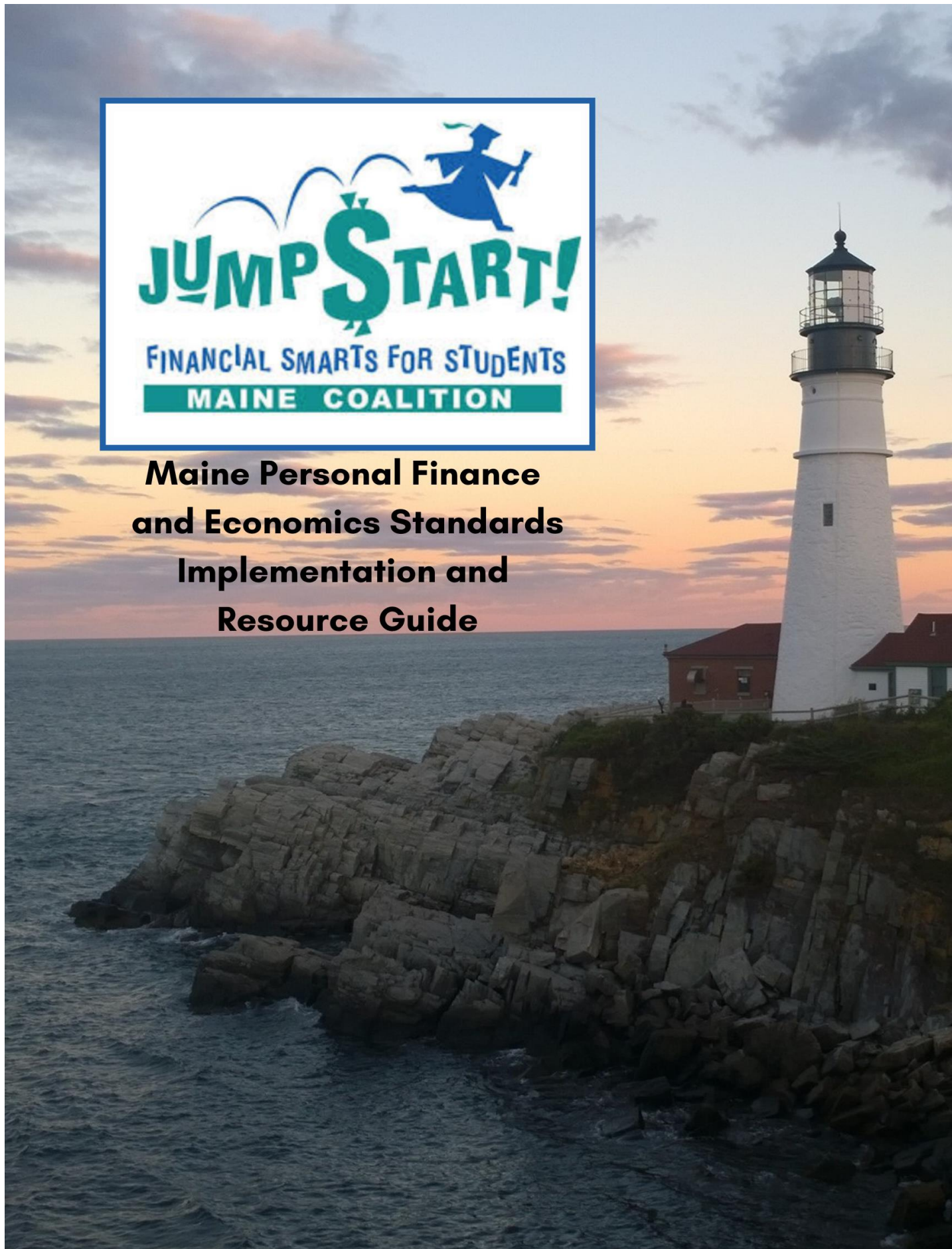




**Maine Personal Finance  
and Economics Standards  
Implementation and  
Resource Guide**



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## *Introduction*

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This guide, brought to you by the Maine Jumpstart Coalition for Personal Financial Literacy, was created to assist Maine educators with understanding and implementing the personal finance and economics standards that are included in the [Maine Learning Results](#). The goal of this tool is to help educators make connections to the Maine learning standards for personal finance and economics and align them to the [National Standards for Personal Financial Education](#), and their own classroom curriculum. In addition to identifying the performance indicators that have connections to personal finance and economics at all grade bands, this comprehensive guide offers links to lesson plans, games, activities, and local Maine resources that educators can use to implement the Maine Learning Results for personal finance and economics.

### **I. Earning Income**

Most people earn wage and salary income in return for working, and they can also earn income from interest, dividends, rents, entrepreneurship, business profits, or increases in the value of investments. Employee compensation may also include access to employee benefits such as retirement plans and health insurance. Employers generally pay higher wages and salaries to more educated, skilled, and productive workers. The decision to invest in additional education or training can be made by weighing the benefit of increased income-earning and career potential against the opportunity costs in the form of time, effort, and money. Spendable income is lower than gross income due to taxes assessed on income by federal, state, and local governments.

### **II. Spending**

A budget is a plan for allocating a person's spendable income to necessary and desired goods and services. When there is sufficient money in their budget, people may decide to give money to others, save, or invest to achieve future goals. People can often improve their financial wellbeing by making well-informed spending decisions, which includes critical evaluation of price, quality, product information, and method of payment. Individual spending decisions may be influenced by financial constraints, personal preferences, unique needs, peers, and advertising.

### **III. Saving**

People who have sufficient income can choose to save some of it for future uses such as emergencies or later purchases. Savings decisions depend on individual preferences and circumstances. Funds needed for transactions, bill-paying, or purchases, are commonly held in federally insured checking or savings accounts at financial institutions because these accounts offer easy access to their money and low risk. Interest rates, fees, and other account features vary by type of account and among financial institutions, with higher rates resulting in greater compound interest earned by savers.

### **IV. Investing**

People can choose to invest some of their money in financial assets to achieve long-term financial goals, such as buying a house, funding future education, or securing retirement income. Investors receive a return on their investment in the form of income and/or growth in value of their investment over time. People can more easily achieve their financial goals by investing steadily over many years, reinvesting dividends, and capital gains to compound their returns. Investors have many choices of investments that differ in expected rates of return and risk. Riskier investments tend to earn higher long-run rates of return than lower-risk investments. Investors select investments that are consistent with their risk tolerance, and they diversify across a number of different investment choices to reduce investment risk.

### **V. Managing Credit**

Credit allows people to purchase and enjoy goods and services today, while agreeing to pay for them in the future, usually with interest. There are many choices for borrowing money, and lenders charge higher interest and fees for riskier loans or riskier borrowers. Lenders evaluate creditworthiness of a borrower based on the type of credit, past credit history, and expected ability to repay the loan in the future. Credit reports compile information on a person's credit history, and lenders use credit scores to assess a potential borrower's creditworthiness. A low credit score can result in a lender denying credit to someone they perceive as having a low level of creditworthiness. Common types of credit include credit cards, auto loans, home mortgage loans, and student loans. The cost of post-secondary education can be financed through a combination of grants, scholarships, work-study, savings, and federal or private student loans.

### **VI. Managing Risk**

People are exposed to personal risks that can result in lost income, assets, health, life, or identity. They can choose to manage those risks by accepting, reducing, or transferring them to others. When people transfer risk by buying insurance, they pay money now in return for the insurer covering some or all financial losses that may occur in the future. Common types of insurance include health insurance, life insurance, and homeowner's or renter's insurance. The cost of insurance is related to the size of the potential loss, the likelihood that the loss event will happen, and the risk characteristics of the asset or person being insured. Identity theft is a growing concern for consumers and businesses. Stolen personal information can result in financial losses and fraudulent credit charges. The risk of identity theft can be minimized by carefully guarding personal financial information.

## *4<sup>th</sup> Grade*

### *National Standards & Maine Learning Results*

#### *FAME Lessons/Resources*

#### **Maine Learning Results – Personal Finance & Economics Grade 4**

**Standard:** Students draw from concepts and processes in personal finance to understand issues of money management, saving, investing, credit, and debt; students draw from concepts and processes in economics to understand issues of production, distribution, consumption in the community, Maine, the United States, and the world.

#### **Grade 4 Performance Expectations:**

**Personal Finance:** Students understand the principles and process of personal finance by describing situations in which financial institutions can be used to manage money.

**Economics:** Students understand economics and the basis of the economies of the community, Maine, the United States, and various regions of the world by explaining how scarcity leads to choices about how goods and services are consumed and distributed, and by making a real or simulated decision related to scarcity.

**Global Connections:** Students understand economic aspects of unity and diversity in the community, Maine, and regions of the United States and the world, including Maine Native American communities by identifying economic processes, economic institutions, and economic influences related to Maine Native Americans and various cultures in the United States and the world.

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*National Standards & Resources – Earning Income*

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|                           | <b>Standard</b><br><i>Students will know that...</i>   | <b>Learning Outcomes</b><br><i>Students will use this knowledge to...</i>  |
|---------------------------|--|--|
| <b>Earning Income 4-1</b> | People have different job choices depending on their knowledge, skills, interests, and experience.           | 4-1a. List different types of jobs.<br>4-1b. Discuss the types of knowledge, skills, interests, and experience required for different types of jobs.   |
| <b>Earning Income 4-2</b> | People may be able to improve their ability to earn income by gaining new knowledge, skills, and experience. | 4-2a. Give examples of how an individual's knowledge, skills, and experience could affect their ability to earn income.<br>4-2b. Brainstorm ways to improve one's ability to earn income.  |
| <b>Earning Income 4-3</b> | There are different ways to be paid for labor, including wages, salaries, commissions, and tips.             | 4-3a. Explain why employers pay people for their labor.<br>4-3b. Describe the difference between wages, salaries, commissions, and tips.<br>4-3c. Compare how the following individuals are typically paid: food server, teacher, and realtor.   |
| <b>Earning Income 4-4</b> | People can earn income by starting a new business as an entrepreneur or by owning a business.                | 4-4a. List several businesses they would be interested in owning as an entrepreneur.<br>4-4b. Name several famous entrepreneurs and their businesses, and hypothesize why they succeeded or failed.<br>4-4c. Estimate how much income could be earned from a business operated by children (such as a lawn service or lemonade stand). |

## Resources

| Lessons  | Lessons with ELA Component   | Games/Activities   | Resources                  | Maine Resources  |
|--|--|--|----------------------------|--|
| K-1 <u>Classroom Economy</u><br>K-2 <u>Earning Money Student - Teacher</u><br>K-2 <u>Working Hard for a Living</u><br>K-2 <u>How Do You Get Money?</u><br>1 - <u>My Money</u><br>1 - <u>Career Paths in My Community</u><br>2-3 <u>Classroom Economy</u><br>3 - <u>Money for Entrepreneurs</u><br>3-5 <u>Money Doesn't Grow on Trees</u><br>3-5 <u>I Can Be An Entrepreneur</u><br>3-5 <u>Allowances &amp; Spending Plans: Teacher - Student</u><br>4-5 <u>Hands on Banking p. 8-20</u><br>4-5 <u>Classroom Economy</u><br>5 - <u>Career Activities - Math</u> | K - <u>Pitching in for Eubie</u><br>1 - <u>Jobs</u><br>1-2 - <u>Money Mania</u><br>3 - <u>Labor, Choice, and Sales Tax</u><br>3 - <u>Wealth</u><br>3 - <u>Taxes - Social Studies</u><br>3-5 <u>Entrepreneur and Inventions</u><br>3-5 <u>Uncle Jed's Barbershop</u><br>4 - <u>The Role of Money</u><br>4 - <u>Earning An Income</u><br>5 - <u>Starting Your Own Business</u><br>5 - <u>Career Activities - ELA</u> | K-2 <u>You Will Be A Star</u><br>K-2 <u>Rich Kid Smart Kid - Jesse's Ice Cream Stand</u><br>K-2 <u>FAME's Cash &amp; Max</u><br><u>Coloring Books</u><br><u>Teaching Guide</u><br>3-5 <u>Rich Kid Smart Kid - Jesse's Ice Cream Stand</u><br>3 - 5 <u>FAME's Claim Your Future Game</u><br>3-5 <u>FAME's Cash and Max</u><br><u>Workbook</u><br><u>Teaching Guide</u><br>4-6 <u>EverFi's Free Online Course - Vault</u><br>5 - <u>Getting Down To Business</u><br>5 - <u>Family Income</u> | K-8 <u>Money Book List</u> | JA <u>Our Families- 1st</u><br>JA <u>Our Community - 2nd</u><br>JA <u>Our City - 3rd</u><br>JA <u>Our Region - 4th</u><br>JA <u>Our Nation - 5th</u><br>JA <u>More Than Money- 3rd - 5th</u><br><u>Finance Authority of Maine (FAME)</u><br><u>Machias Savings Bank</u><br><u>Maine Credit Union League</u><br><u>Maine Department of Education</u><br><u>ME Jumpstart for Personal Financial Literacy</u> |

## National Standards & Resources – Spending

|                     | <b>Standard</b><br><i>Students will know that...</i>   | <b>Learning Outcomes</b><br><i>Students will use this knowledge to...</i>  |
|---------------------|--|--|
| <b>Spending 4-1</b> | People differ in their preferences, priorities, and resources available for consuming goods and services.  | 4-1a. Give examples of differences in people's preferences that can influence their spending on goods and services.<br>4-1b. Brainstorm a personal list of goals for consumption of goods and services.<br>4-1c. Prioritize future spending, taking resource limitations into account. |
| <b>Spending 4-2</b> | Money can be spent to increase one's own or another individual's personal satisfaction or to share the cost of goods and services.                       | 4-2a. Describe ways that people in a community share the cost of services available to everyone.<br>4-2b. Analyze how people differ in their values and attitudes about spending money.<br>4-2c. Identify ways you spend your money to increase personal satisfaction.                 |
| <b>Spending 4-3</b> | When people make a decision to use money for a particular purpose, they incur an opportunity cost in that they cannot use the money for another purpose. | 4-3a. Define the concept of opportunity cost.<br>4-3b. Provide examples of financial choices that have opportunity costs.  |
| <b>Spending 4-4</b> | Purchasing decisions have costs and benefits that can be different for different people.   | 4-4a. Compare the costs and benefits of purchasing an item for people with different characteristics (e.g. age, income).<br>4-4b. Explain the costs and benefits of trading goods and services between family members and friends.   |
| <b>Spending 4-5</b> | Price, spending choices of others, peer pressure, and advertising about a product or service can influence purchase decisions.                           | 4-5a. Explain how peer pressure can affect purchasing decisions.<br>4-5b. Share examples of how price, spending choices of others, peer pressure, or advertising influence a purchase decision.<br>4-5c. Identify reliable sources of information when comparing products.             |
| <b>Spending 4-6</b> | Payment methods for making purchases include cash, checks, debit cards, and credit cards.  | 4-6a. Explain the similarities between paying for purchases with cash, checks, and debit cards.<br>4-6b. Compare the effects of using debit versus credit cards to make purchases.   |

## Resources

| Lessons                                    | Lessons with ELA Component                     | Games/Activities  | Resources                       | Maine Resources   |
|--|--|---|---------------------------------|---|
| K-2 <a href="#">Spend, Save, or Donate</a> | K-2 <a href="#">Money, Money, Honey Bunny!</a> | 3-5 <a href="#">Money Matters Word Find</a><br>3-5 <a href="#">FAME's Claim Your Future Game</a><br>4-6 <a href="#">EverFi's Free Online Course - Vault</a> | K - <a href="#">Kiddynomics</a> | <a href="#">JA Ourselfs - K</a><br><a href="#">JA Our Families- 1st</a><br><a href="#">JA Our Community - 2nd</a><br><a href="#">JA Our City - 3rd</a><br><a href="#">JA Our Region - 4th</a><br><a href="#">JA Our Nation - 5th</a><br><a href="#">JA More Than Money- 3rd - 5th</a><br><a href="#">The County Federal Credit Union's Monty Moose Credit Abuse Resistance Education Finance Authority of Maine (FAME)</a><br><a href="#">Machias Savings Bank</a><br><a href="#">Maine Credit Union League</a><br><a href="#">Maine Department of Education</a><br><a href="#">ME Jump\$tart for Personal Financial Literacy</a> |

## National Standards & Resources – Savings

|                   | <b>Standard</b><br><i>Students will know that...</i>  | <b>Learning Outcomes</b><br><i>Students will use this knowledge to...</i>   |
|-------------------|---|---|
| <b>Saving 4-1</b> | When people save money, they are choosing not to spend money today to be able to buy something in the future.             | <p>4-1a. Explain why it is often harder to save than to spend money.</p> <p>4-1b. Give an example of buying something now versus saving money for the future and explain how they would make that decision.</p> <p>4-1c. Find an example of an advertisement (in a newspaper, magazine, on TV, social media, or online) that is designed to influence people to spend money right away instead of saving their money.</p> |
| <b>Saving 4-2</b> | A savings plan is a plan for setting aside money to pay for a future need, goal, or emergency.                            | <p>4-2a. Map out a savings plan designed to achieve a future purchase objective.</p> <p>4-2b. Give an example to illustrate the importance of having some money set aside for emergencies.</p> <p>4-2c. Describe ways that people can decrease expenses to save more of their money.</p>  |
| <b>Saving 4-3</b> | People differ in their values and attitudes about saving.   | <p>4-3a. Discuss how life circumstances and experiences can cause people to differ in their values and attitudes about saving and their ability to save.</p> <p>4-3b. Explain how a person's friends and family can influence their values and attitudes about saving.</p>  |
| <b>Saving 4-4</b> | Safety and ease of access are factors to consider when deciding where to keep savings.                                    | <p>4-4a. Describe the advantages of saving money in an account at a financial institution rather than keeping the money at home.</p> <p>4-4b. Identify safe places for people to keep their money.</p>  |
| <b>Saving 4-5</b> | Financial institutions often pay interest on deposit accounts to attract customers to deposit money in their institution. | <p>4-5a. Explain why financial institutions, such as banks and credit unions, pay interest to depositors.</p> <p>4-5b. Compare the interest rates on savings accounts at two financial institutions.</p>  |

## Resources

| Lessons  | Lessons with ELA Component  | Games/Activities   | Resources                       | Maine Resources  |
|--|---|--|---------------------------------|--|
| K - <a href="#">Saving Activities - Math</a><br>K-2 <a href="#">Spend, Save, or Donate</a><br>K-5 <a href="#">Toys for Me: A Lesson on Choice</a><br>K-5 <a href="#">The ABCs of Saving</a><br>1-4 Piggy Bank Primer - <a href="#">Teacher / Student</a><br>3-5 Savings & Investing <a href="#">Teacher - Student</a><br>4 - <a href="#">Double Your Money</a><br>4 - <a href="#">Saving Activities - Math</a> | K - <a href="#">Just Saving My Money</a><br>K-1 <a href="#">Curious George Saves His Pennies</a><br>K-2 <a href="#">Saving Makes Cents</a><br>K-2 <a href="#">Money, Money, Honey Bunny!</a><br>1 - <a href="#">Savings Accounts and Interest</a><br>1-3 <a href="#">Something Special For Me</a><br>1-3 <a href="#">The Case of the Shrunk Allowance</a><br>2-4 <a href="#">Less Than Zero</a><br>3 - <a href="#">Saving</a><br>3-5 <a href="#">Saving Strawberry Farm</a><br>5 - <a href="#">Saving Goals</a> | K-2 <a href="#">Rich Kid Smart Kid - Pay Yourself First</a><br>K-2 <a href="#">Rich Kid Smart Kid - Jesse's Big Change</a><br>K-2 <a href="#">FAME's Cash &amp; Max</a><br>1. <a href="#">Coloring Books</a><br>2. <a href="#">Teaching Guide</a><br>K-5 <a href="#">Financial Fables</a><br>3-5 <a href="#">Money Matters Word Find</a><br>3-5 <a href="#">FAME's Claim Your Future Game</a><br>4-6 <a href="#">EverFi's Free Online Course - Vault</a> | K - <a href="#">Kiddynamics</a> | <a href="#">JA Ourselves - K</a><br><a href="#">JA Our Families- 1st</a><br><a href="#">JA Our Community - 2nd</a><br><a href="#">JA Our City - 3rd</a><br><a href="#">JA Our Region - 4th</a><br><a href="#">JA Our Nation - 5th</a><br><a href="#">JA More Than Money- 3rd - 5th</a><br><a href="#">The County Federal Credit Union's Monty Moose Credit Abuse Resistance Education Finance Authority of Maine (FAME) Machias Savings Bank Maine Credit Union League Maine Department of Education ME Jump\$tart for Personal Financial Literacy</a> |

## National Standards & Resources – Investing

|                      | <b>Standard</b><br><i>Students will know that...</i>   | <b>Learning Outcomes</b><br><i>Students will use this knowledge to...</i>  |
|----------------------|--|--|
| <b>Investing 4-1</b> | People invest their money so that it can grow over time and help them achieve their long-term financial goals.   | 4-1a. Explain why people invest their money.<br>4-1b. Identify long-term financial goals that are most likely to be achieved by people who regularly invest their money over many years. |
| <b>Investing 4-2</b> | Low-interest savings accounts are commonly used for short-term financial goals and emergency funds because they are low risk. When saving for longer-term financial goals, people often invest in riskier assets to earn higher returns. | 4-2a. Identify the similarities and differences between saving and investing.<br>4-2b. Provide examples of financial goals that are suited for saving versus investing.                  |

### Resources

| <b>Lessons</b>   | <b>Lessons with ELA Component</b>          | <b>Games/Activities</b>  | <b>Resources</b>                                 | <b>Maine Resources</b>   |
|--|--|--|--|--|
| 3-5 Savings & Investing<br><a href="#">Teacher - Student</a><br>3-5 <a href="#">A Lesson on U.S. Savings Bonds</a><br>4-5 <a href="#">Hands on Banking</a> p. 35-60<br>4-5 <a href="#">Cyber Currency, Currently</a><br>5 - <a href="#">Stock Market Pie</a> | 5 - <a href="#">Saving &amp; Investing</a> | K-2 <a href="#">FAME's Cash &amp; Max</a><br>1. <a href="#">Coloring Books</a><br>2. <a href="#">Teaching Guide</a><br>3-5 <a href="#">FAME's Claim Your Future Game</a><br>3-5 <a href="#">FAME's Cash and Max</a><br>1. <a href="#">Workbook</a><br>2. <a href="#">Teaching Guide</a><br>4-6 <a href="#">EverFi's Free Online Course - Vault</a> | 4 - <a href="#">Stock Up - Teacher - Student</a> | <a href="#">JA More Than Money- 3rd - 5th Finance Authority of Maine (FAME)</a><br><a href="#">Machias Savings Bank</a><br><a href="#">Maine Credit Union League</a><br><a href="#">Maine Department of Education</a><br><a href="#">ME Jump\$tart for Personal Financial Literacy</a> |

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## National Standards & Resources – Credit

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|                   | <b>Standard</b><br><i>Students will know that...</i>   | <b>Learning Outcomes</b><br><i>Students will use this knowledge to...</i>   |
|-------------------|--|---|
| <b>Credit 4-1</b> | Interest is the price a borrower pays for using someone else's money, and the income earned by the lender.   | <p>4-1a. Explain why a person who borrows \$100 to buy something, often must pay back more than \$100 at a future date.</p> <p>4-1b. Describe the reasons why businesses and individuals sometimes lend money to others.</p>                                |
| <b>Credit 4-2</b> | When a person pays with credit, they have immediate use of purchased goods or services while agreeing to repay the lender in the future with interest. | <p>4-2a. Identify goods and services that people often purchase with credit.</p> <p>4-2b. Discuss reasons people may prefer to buy something with credit rather than paying cash.</p>   |
| <b>Credit 4-3</b> | Lenders are more likely to approve borrowers who do not have a lot of other debt and who have a history of paying back loans as promised.              | <p>4-3a. Explain why a person might prefer to lend an item or money to one person over another.</p> <p>4-3b. Discuss why a person might be reluctant to lend money or personal possessions to someone who has a history of not repaying previous loans.</p> |

## Resources

| Lessons   | Lessons with ELA Component   | Games/Activities  | Resources                          | Maine Resources  |
|---|--|---|------------------------------------|--|
| K-2 <a href="#">Community Helpers at Your Service</a><br>K-2 <a href="#">Goods &amp; Services</a><br>K-2 <a href="#">Communities - What They Provide</a><br>2 - <a href="#">Loan Activities - ELA</a><br>3-5 <a href="#">Banking Is INTEREST-ing</a><br>4-5 <a href="#">Hands on Banking</a> p. 60-67<br>4-5 Debit or Credit: You Decide <ol style="list-style-type: none"> <li>1. <a href="#">Lesson Plan</a></li> <li>2. <a href="#">Worksheet</a></li> </ol> | 3 - <a href="#">Debt</a><br>3 - <a href="#">Shopping Smarter</a><br>3-5 <a href="#">Financial Fables</a> - Percy Peacock<br>3-5 <a href="#">How One Small Loan Made A Big Difference</a><br>3-5 <a href="#">Less Than Zero</a><br>4 - <a href="#">Spending Money</a> | K-2 <a href="#">Rich Kid Smart Kid - Reno's Debt Dilemma</a><br>K-2 <a href="#">FAME's Cash &amp; Max</a> <ol style="list-style-type: none"> <li>1. <a href="#">Coloring Books</a></li> <li>2. <a href="#">Teaching Guide</a></li> </ol> 3-5 <a href="#">Rich Kid Smart Kid - Reno's Debt Dilemma</a><br>3-5 <a href="#">FAME's Claim Your Future Game</a><br>3-5 <a href="#">FAME's Cash and Max</a> <ol style="list-style-type: none"> <li>1. <a href="#">Workbook</a></li> <li>2. <a href="#">Teaching Guide</a></li> </ol> 4-6 <a href="#">EverFi's Free Online Course - Vault</a><br>4 - <a href="#">Borrowing and Lending</a><br>4 - <a href="#">Using Credit &amp; Spending Wisely</a><br>5 - <a href="#">Payment Parliament</a> | 5 - <a href="#">Banking Basics</a> | JA Ourselfs - K<br>JA Our Families- 1st<br>JA Our Community - 2nd<br>JA Our City - 3rd<br>JA Our Region - 4th<br>JA Our Nation - 5th<br>JA More Than Money- 3rd - 5th<br>Credit Abuse Resistance Education Finance Authority of Maine (FAME) Machias Savings Bank Maine Credit Union League Maine Department of Education<br>ME Jump\$tart for Personal Financial Literacy |

## National Standards & Resources – Managing Risk

|                          | <b>Standard</b><br><i>Students will know that...</i>  | <b>Learning Outcomes</b><br><i>Students will use this knowledge to...</i>   |
|--------------------------|---|---|
| <b>Managing Risk 4-1</b> | People are exposed to risk when there is a chance of loss or harm. Risk is an unavoidable part of daily life. | 4-1a. Give examples of risks that people and households face.<br>4-1b. Identify why people take risks.<br>4-1c. Estimate the losses and costs associated with certain physical and financial risks.<br>4-1d. Describe how valuable personal items might be lost or damaged. |
| <b>Managing Risk 4-2</b> | People who are exposed to risks often try to reduce or avoid the negative consequences of those risks.        | 4-2a. Recommend ways to reduce or avoid a given risk.<br>4-2b. Identify types of risks that are difficult or impossible for people to reduce or avoid.  |
| <b>Managing Risk 4-3</b> | One way to cope with unexpected losses is to save for emergencies.  | 4-3a. Give examples of life events for which emergency savings could offset financial losses.<br>4-3b. Develop a system to keep track of personal items and handle small amounts of money.  |
| <b>Managing Risk 4-4</b> | Insurance is often purchased to limit financial losses due to risk.   | 4-4a. Provide examples of large financial risks that people buy insurance for (e.g., health, auto, fire).<br>4-4b. Investigate the types of insurance commonly available for people to purchase.  |

## Resources

| <b>Lessons</b>  | <b>Games/Activities</b>   | <b>Resources</b>                                      | <b>Maine Resources</b>  |
|---|---|---|---|
| 3-5 <a href="#">Private &amp; Personal Information</a><br>3-5 <a href="#">Talking Safely Online</a> | K-2 <a href="#">FAME's Cash &amp; Max</a><br>1. <a href="#">Coloring Books</a><br>2. <a href="#">Teaching Guide</a><br>3-5 <a href="#">FAME's Cash and Max</a><br>1. <a href="#">Workbook</a><br>2. <a href="#">Teaching Guide</a><br>4-6 <a href="#">EverFi's Free Online Course - Vault</a> | 4-5 <a href="#">Teaching Health Insurance to Kids</a> | <a href="#">JA More Than Money- 3rd - 5th</a><br><a href="#">Finance Authority of Maine (FAME)</a><br><a href="#">Machias Savings Bank</a><br><a href="#">Maine Credit Union League</a><br><a href="#">Maine Department of Education</a><br><a href="#">ME Jump\$tart for Personal Financial Literacy</a> |

**Maine Learning Results – Personal Finance & Economics**

**Standard:** Students draw from concepts and processes in personal finance to understand issues of money management, saving, investing, credit, and debt; students draw from concepts and processes in economics to understand issues of production, distribution, consumption in the community, Maine, the United States, and the world.

**Grade 8 Performance Expectations:**

**Personal Finance:** Students understand the principles and processes of personal finance by:

- (F1) Explaining how scarcity influences choices and relates to the market economy.
- (F2) Identifying factors that contribute to spending and savings decisions.
- (D1) Using a process for making spending and savings decisions based on work, wages, income, expenses, and budgets as they relate to the study of individual financial choices.

**Economics:** Students understand the principles and processes of personal economics, the influence of economics on personal life and business, and the economic systems of Maine, the United States, and various regions of the world by:

- (F1) Describing the functions of financial institutions.
- (F2) Describing the function and process of taxation.
- (D1) Explaining how scarcity requires choices and relates to the market economy, entrepreneurship, supply and demand.

## National Standards & Resource – Earning Income

|                           | <b>Standard</b><br><i>Students will know that...</i>   | <b>Learning Outcomes</b><br><i>Students will use this knowledge to...</i>   |
|---------------------------|--|---|
| <b>Earning Income 8-1</b> | Careers are based on working at jobs in the same occupation or profession for many years. Careers vary in their education and training requirements. | 8-1a. Discuss the advantages and disadvantages of working in the same occupation or profession for many years.<br>8-1b. Compare the education and training requirements for at least two careers.<br>8-1c. Interview a person who is in a career of interest and create a timeline that shows the progression of their education, training, and job experiences.  |
| <b>Earning Income 8-2</b> | People make many decisions over a lifetime about their education, jobs, and careers that affect their incomes and opportunities.                     | 8-2a. Compare the education and training requirements, income potential, and primary duties of at least two jobs available to high school students.<br>8-2b. Conduct research on a specific career field. Describe the education, job, or career decisions individuals in this field might make over their lifetime and explain how this could affect their income potential and opportunities.<br>8-2c. Assess personal skills and interests and match them to various career options.   |
| <b>Earning Income 8-3</b> | Getting more education, training, and experience can increase a person's human capital, productivity, and income-earning potential.                  | 8-3a. Investigate training opportunities that can increase a person's ability to obtain higher paid employment during high school.<br>8-3b. Explain why adults with a college education may earn more than adults with no education beyond high school.<br>8-3c. Discuss how specific skills training can improve a young person's human capital, productivity, and income-earning potential.<br>8-3d. Gather data on the average wage or salary for different jobs and explain how they differ by the level of education, job skill, or years of experience. |
| <b>Earning Income 8-4</b> | Education, training, and development of job skills have opportunity costs in the form of time, effort, and money.                                    | 8-4a. Describe the opportunity costs of attending a training course on babysitting, lifeguarding, or first aid.<br>8-4b. Compare the costs of post-secondary education with the potential increase in income for a career of choice.<br>8-4c. Explain why families/caregivers might choose to help pay for education and training of younger family members.  |
| <b>Earning Income 8-5</b> | Net income (take-home pay) is the amount left from wages and salaries after taxes and payroll deductions.  | 8-5a. Differentiate between gross and net income.<br>8-5b. Identify common types of payroll deductions.<br>8-5c. Explain how taxes impact take-home pay.  |

|                           | <b>Standard</b><br><i>Students will know that...</i>  | <b>Learning Outcomes</b><br><i>Students will use this knowledge to...</i>  |
|---------------------------|---|--|
| <b>Earning Income 8-6</b> | Social Security is a federal government program that taxes workers and employers to provide retirement, disability, and survivor income benefits for workers or their dependents. | <p>8-6a. Identify the different groups of people who qualify for Social Security benefits.</p> <p>8-6b. Research the Social Security tax rate for someone who is self-employed vs. someone who is working for an employer.</p> <p>8-6c. Given information on a worker's income and today's Social Security tax rates, calculate what the worker and the worker's employer will pay in Social Security taxes.</p> <p>8-6d. Investigate Social Security benefits for people of different income levels at their full retirement age.</p> |
| <b>Earning Income 8-7</b> | People are required to pay taxes on most types of income, including wages, salaries, commissions, tips, earnings on investments, and self-employment income.                      | <p>8-7a. Illustrate the relationship between income level and income tax paid.</p> <p>8-7b. Describe how taxes are paid on tip income.</p> <p>8-7c. Research the consequences of failing to pay income taxes.</p>  |
| <b>Earning Income 8-8</b> | The government provides income support and assistance for people who qualify based on low income or other criteria.   | <p>8-8a. Explain the financial situation addressed by Medicaid and SNAP (Supplemental Nutrition Assistance Program).</p> <p>8-8b. Give several examples of personal circumstances that qualify for government income support or assistance.</p>  |
| <b>Earning Income 8-9</b> | Entrepreneurs gain satisfaction from working for themselves and expect to earn profits that will compensate for the risks associated with new business ventures.                  | <p>8-9a. Investigate the motivating factors to being self-employed or working as an independent contractor in the "gig" economy.</p> <p>8-9b. Discuss why starting a new business could be riskier than other career choices.</p> <p>8-9c. Research common reasons for new business failures.</p>  |

## Resources

| Lessons  | Lessons with ELA Component                       | Games/Activities  | Resources  | Maine Resources   |
|--|--|---|--|---|
| <p>6 - <a href="#">Classroom Economy</a></p> <p>6-8 <a href="#">Introducing Entrepreneurs</a></p> <p>6-8 <a href="#">Invest in Yourself</a></p> <p>6-8 <a href="#">Making Money Teacher Student PPT</a></p> <p>6-8 <a href="#">Have A Plan Stan</a></p> <p>6-8 <a href="#">Who is Working?</a></p> <p>6-8 <a href="#">Earning &amp; Spending Money</a></p> <p>6-8 <a href="#">Reading a Pay Stub</a></p> <p>6-8 <a href="#">Take Charge Today</a> (Need free account)</p> <ul style="list-style-type: none"> <li>• <a href="#">Introduction to Spending Plans</a></li> <li>• <a href="#">What Does Your Future Hold?</a></li> <li>• <a href="#">The Places You Will Go</a></li> <li>• <a href="#">Paycheck Basics</a></li> <li>• <a href="#">Invest in Yourself: Building Human Capital</a></li> <li>• <a href="#">Careers, Careers, and More Careers</a></li> </ul> <p>6-12 <a href="#">Money Math</a></p> <p>7-8 <a href="#">Classroom Economy</a></p> <p>7-12 <a href="#">Classroom Inflation Auction</a></p> <p>8 - <a href="#">Career Activities - Social Studies</a></p> | <p>6-8 <a href="#">A South African Story</a></p> | <p>4-6 <a href="#">EverFi's Free Online Course - Vault</a></p> <p>5-8 <a href="#">NGPF Classroom Activities</a></p> <p>6-8 <a href="#">EverFi's Free Online Course - FutureSmart</a></p> <p>6-8 <a href="#">Rich Kid Smart Kid - Jesse's Ice Cream Stand</a></p> <p>6-8 <a href="#">FAME's Claim Your Future Game</a></p> <p>6-12 <a href="#">Gazillionaire - Business Simulation</a></p> | <p>K-8 <a href="#">Money Book List</a></p> <p>6-8 <a href="#">Biz Kids Lesson Plans</a></p> <p>6-8 <a href="#">Choosing a Career</a></p> <p>6-8 <a href="#">NGPF Units</a></p> | <p><a href="#">JA Economics For Success</a></p> <p><a href="#">JA It's My Business!</a></p> <p><a href="#">JA It's My Future Finance</a></p> <p><a href="#">Authority of Maine (FAME)</a></p> <p><a href="#">JMG's Middle School Program</a></p> <p><a href="#">Machias Savings Bank</a></p> <p><a href="#">Maine Credit Union League Maine</a></p> <p><a href="#">Department of Education</a></p> <p><a href="#">ME Jump\$tart for Personal Financial Literacy</a></p> |

## National Standards & Resource – Spending

|                     | <b>Standard</b><br><i>Students will know that...</i>  | <b>Learning Outcomes</b><br><i>Students will use this knowledge to...</i>  |
|---------------------|---|--|
| <b>Spending 8-1</b> | Creating a budget can help people make informed choices about spending, saving, and managing money in order to achieve financial goals.   | 8-1a. Identify personal goals for spending and saving.<br>8-1b. Create a budget that includes expenses and savings out of a given amount of income.<br>8-1c. Explain why people with identical incomes make different choices for spending, saving, and managing money.<br>8-1d. Discuss the budgeting challenges faced by people living on minimum wage.  |
| <b>Spending 8-2</b> | Making an informed purchase decision requires a consumer to critically evaluate price, product claims, and quality information from a variety of sources.                                     | 8-2a. Select an item and gather information from the manufacturer's website, retail websites, and consumer review websites.<br>8-2b. Explain the types of information most helpful in making a purchase decision.<br>8-2c. Identify misleading or deceptive information about consumer goods or services found in online and print sources.<br>8-2d. Discuss ways to verify a claim expressed in advertising for an age-appropriate product. |
| <b>Spending 8-3</b> | When evaluating information about goods and services, a consumer can better assess the quality and usefulness of the information by understanding the incentives of the information provider. | 8-3a. Evaluate information about goods and services based on reliability and accuracy of the source.<br>8-3b. Assess strengths and weaknesses of various online and printed sources of product information.<br>8-3c. Identify sources of product information that are less useful for buying decisions due to incentive conflicts of the information provider.   |
| <b>Spending 8-4</b> | Consumers weigh the costs and benefits of different payment methods to determine the best option for purchasing goods and services.   | 8-4a. Explain the difference between a debit card and a credit card.<br>8-4b. Explain how various payment methods are used to purchase goods and services.<br>8-4c. Summarize the advantages, disadvantages, risks, and protections of various payment methods.<br>8-4d. Choose and justify a preferred payment method for purchases of at least three different types of goods and services.  |

## Resources

| Lessons   | Games/Activities  | Resources  | Maine Resources  |
|---|---|--|--|
| <p>4-8 <a href="#">Production Profit &amp; Loss</a></p> <p>6-8 <a href="#">Saving &amp; Investing For Your Future</a></p> <p>6-8 <a href="#">Savvy Savers</a></p> <p>6-8 <a href="#">Saving &amp; Investing Teacher Student PPT</a></p> <p>6-8 <a href="#">You're Going to College</a></p> <p>6-8 <a href="#">Money Smart Choices</a></p> <p>6-8 <a href="#">Saving &amp; Investing in Your Future</a></p> <p>6-8 <a href="#">The Secret to Becoming A Millionaire</a></p> <p>6-8 <a href="#">Put It In The Bank</a></p> <p>6-8 <a href="#">Saving &amp; Investing</a></p> <p>6-8 <a href="#">Climbing the Savings Mountain</a></p> <p>6-8 <a href="#">Take Charge Today</a><br/>(Need free account)</p> <ul style="list-style-type: none"> <li>• <a href="#">Exploring Values, Needs, and Wants</a></li> <li>• <a href="#">Go For The Goal</a></li> <li>• <a href="#">Electronic Banking Bonanza</a></li> <li>• <a href="#">Checking Account and Debit Card Simulation</a></li> <li>• <a href="#">Introduction to Spending Plans</a></li> <li>• <a href="#">Pay Yourself First</a></li> <li>• <a href="#">The Case for Saving</a></li> <li>• <a href="#">Life of...Family Finance Simulations</a></li> </ul> <p>6-12 <a href="#">Types of Savings Accounts</a></p> | <p>4-6 <a href="#">EverFi's Free Online Course - Vault</a></p> <p>5-6 <a href="#">NGPF Classroom Activities</a></p> <p>5-12 <a href="#">Financial Football</a></p> <p>6-8 <a href="#">Hit the Road</a></p> <p>5-6 <a href="#">NGPF Classroom Activities</a></p> <p>6-8 <a href="#">Rich Kid Smart Kid - Pay Yourself First</a></p> <p>6-8 <a href="#">Rich Kid Smart Kid - Jesse's Big Change</a></p> <p>6-8 <a href="#">Smart Choices</a></p> <p>6-8 <a href="#">FAME's Claim Your Future Game</a></p> <p>7-12 <a href="#">Money Magic</a></p> | <p>6-8 <a href="#">Saving</a></p> <p>6-8 <a href="#">NGPF Units</a></p> <p>6-12 <a href="#">The Basics of Saving &amp; Investing</a></p> | <p><a href="#">JA Economics For Success</a></p> <p><a href="#">Central Maine Credit Union's Money Market Program</a></p> <p><a href="#">Credit Abuse Resistance Education</a></p> <p><a href="#">Finance Authority of Maine (FAME)</a></p> <p><a href="#">JMG's Middle School Program</a></p> <p><a href="#">Machias Savings Bank</a></p> <p><a href="#">Maine Credit Union League</a></p> <p><a href="#">Maine Department of Education</a></p> <p><a href="#">ME Jump\$tart for Personal Financial Literacy</a></p> |

## National Standards & Resource – Investing

|                      | <b>Standard</b><br><i>Students will know that...</i>  | <b>Learning Outcomes</b><br><i>Students will use this knowledge to...</i>   |
|----------------------|---|---|
| <b>Investing 8-1</b> | Investors in financial assets expect an increase in value over time (capital gain) and/or receipt of regular income, such as interest or dividends.                 | 8-1a. List the potential benefits of investing money in a financial asset.<br>8-1b. Explain why some people might prefer to buy investments that grow in value over time instead of investments that pay regular income.  |
| <b>Investing 8-2</b> | Common types of financial assets include certificates of deposit (CDs), stocks, bonds, mutual funds, and real estate.   | 8-2a. Define common types of financial assets.<br>8-2b. Demonstrate how to find the current prices of stocks, bonds, and mutual funds.<br>8-2c. Discuss how some financial assets can be harder to sell quickly (e.g. stocks traded on an exchange versus real estate). |
| <b>Investing 8-3</b> | Investors who buy corporate or government bonds are lending money to the issuer in exchange for regular interest payments.  | 8-3a. Compare corporate and government bonds.<br>8-3b. Calculate the amount of annual interest income an investor would receive from a corporate bond offering at a given coupon interest rate.   |
| <b>Investing 8-4</b> | Investors who buy corporate stock become part-owners of a business, benefit from potential increases in the value of their shares, and may receive dividend income. | 8-4a. Select a stock and find the dividends it paid last year and how much the price of the stock has changed over the year.<br>8-4b. Explain the potential risks and rewards of investing in corporate stock.  |
| <b>Investing 8-5</b> | Instead of buying individual stocks and bonds, investors can buy shares of pooled investments such as mutual funds and exchange-traded funds (ETFs).                | 8-5a. Explain the concept of investment diversification both within and among different asset classes.<br>8-5b. Discuss the advantages and disadvantages of investing in a diversified stock or bond mutual fund versus individual stocks and bonds.                    |

|                          |   |   |
|--------------------------|---|---|
| <b>Investing<br/>8-6</b> | Different types of investments expose investors to different degrees of risk.   | <p>8-6a. Compare rates of return on different types of investments and order them by risk.</p> <p>8-6b. Identify investments that would be most appropriate for people who are uncomfortable with taking financial risk.</p>  |
| <b>Investing<br/>8-7</b> | The benefits of compounding for building wealth are greatest for people who invest regularly over longer periods of time. | <p>8-7a. Explain the concept of compounding.</p> <p>8-7b. Estimate the future value of a lump sum invested today for a specified period of time and rate of return.</p> <p>8-7c. Estimate the future value of a regular series of equal annual investments for a specified period of time and rate of return.</p> <p>8-7d. Demonstrate the difference in wealth accumulation for a person who begins to invest regularly at age 30 versus someone who starts at age 40.</p> |

## Resources

| Lessons  | Games/Activities   | Resources  | Maine Resources  |
|--|--|--|--|
| <p>6-8 <a href="#">Saving &amp; Investing For Your Future</a></p> <p>6-8 <a href="#">Saving &amp; Investing Teacher Student PPT</a></p> <p>6-8 <a href="#">You're Going to College</a></p> <p>6-8 <a href="#">Money Smart Choices</a></p> <p>6-8 <a href="#">Saving &amp; Investing in Your Future</a></p> <p>6-8 <a href="#">Why Does Money Have Value</a></p> <p>6-8 <a href="#">Saving &amp; Investing</a></p> <p>6-8 <a href="#">The Stock Market: Risk &amp; Rewards</a></p> <p>6-8 <a href="#">Take Charge Today</a><br/>(Need free account)</p> <ul style="list-style-type: none"> <li>• <a href="#">Checking Out Depository Institutions</a></li> <li>• <a href="#">Investing with Lawn Boy</a></li> </ul> <p>6-12 <a href="#">Money Math</a></p> <p>7 - <a href="#">Price/Earnings Ratio</a></p> <p>7 - <a href="#">Stock Purchases &amp; Commission</a></p> <p>7 - <a href="#">Investing Activities - Math</a></p> | <p>4-6 <a href="#">EverFi's Free Online Course - Vault</a></p> <p>5-8 <a href="#">NGPF Classroom Activities</a></p> <p>6-8 <a href="#">EverFi's Free Online Course - FutureSmart</a></p> <p>6-8 <a href="#">Build A Million</a><br/>(Must create free account)</p> <p>6-8 <a href="#">Professor Finance &amp; Fed Boy</a></p> <p>6-8 <a href="#">FAME's Claim Your Future Game</a></p> | <p>6-8 <a href="#">Investing Money</a></p> <p>6-8 <a href="#">Investing Truths</a></p> <p>6-8 <a href="#">NGPF Units</a></p> <p>6-12 <a href="#">The Basics of Saving &amp; Investing</a></p> <p>6-12 <a href="#">Investing Resources</a></p> <p>6-12 <a href="#">Stock Market Resources</a></p> | <p><a href="#">JA Economics For Success</a></p> <p><a href="#">Finance Authority of Maine (FAME)</a></p> <p><a href="#">JMG's Middle School Program</a></p> <p><a href="#">Machias Savings Bank</a></p> <p><a href="#">Maine Credit Union League</a></p> <p><a href="#">Maine Department of Education</a></p> <p><a href="#">ME Jump\$tart for Personal Financial Literacy</a></p> |

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*National Standards & Resource – Managing Credit*

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|                   | <b>Standard</b><br><i>Students will know that...</i>  | <b>Learning Outcomes</b><br><i>Students will use this knowledge to...</i>  |
|-------------------|---|--|
| <b>Credit 8-1</b> | Interest rates and fees vary by type of lender, type of credit, and market conditions.  | 8-1a. Identify financial institutions and businesses that offer consumer credit.<br>8-1b. Compare lenders based on type of credit offered, interest rates, and fees.<br>8-1c. Explain how market conditions impact interest rates.                                       |
| <b>Credit 8-2</b> | Financial institutions advertise loan costs to potential borrowers using the Annual Percentage Rate (APR), expressed as an annual percentage of the loan principal. Low introductory rates offered to attract customers may increase later. | 8-2a. Describe how lenders advertise loan costs to potential borrowers.<br>8-2b. Calculate APR, given annual interest and loan amount.<br>8-2c. Investigate what happens to a low introductory interest rate when the borrower misses a payment or makes a late payment. |
| <b>Credit 8-3</b> | The longer a loan repayment period and the higher the interest rate, the larger the total amount of interest paid by a borrower.  | 8-3a. Describe the effect of higher interest rates and longer loan terms on the total cost of a loan.<br>8-3b. For a given monthly payment, loan amount, and loan repayment period, calculate the total amount of interest paid by the borrower.                         |
| <b>Credit 8-4</b> | Credit cards typically charge higher interest rates on balances due compared with rates on other types of loans.  | 8-4a. Explain why credit card interest rates tend to be higher than rates for secured loans, such as automobile loans.<br>8-4b. Describe how a credit card user can minimize interest charges on their credit card purchases.  |

## Resources

| Lessons  | Lessons with ELA Component | Games/Activities  | Resources  | Maine Resources   |
|--|----------------------------|---|--|---|
| 6-8 <a href="#">Take It To The Bank</a><br>6-8 <a href="#">Cash and Credit</a><br>6-8 <a href="#">Banking Services</a><br><a href="#">Teacher</a> <a href="#">Student</a><br><a href="#">PPT</a><br>6-8 <a href="#">Credit</a><br><a href="#">Teacher</a> <a href="#">Student</a><br><a href="#">PPT</a><br>6-8 <a href="#">Credit Cards</a><br><a href="#">Teacher</a> <a href="#">Student</a><br><a href="#">PPT</a><br>6-8 <a href="#">Cars &amp; Loans</a><br><a href="#">Teacher</a> <a href="#">Student</a><br><a href="#">PPT</a><br>6-8 <a href="#">Thinking About Credit</a><br>6-8 <a href="#">Using Your Credit</a><br>6-8 <a href="#">How Credit Affects Your Life</a><br>6-8 <a href="#">The Power of Interest</a><br>6-8 <a href="#">Credit Cards &amp; Debt</a><br>6-8 <a href="#">Credit &amp; Debt Management</a><br>6-8 <a href="#">Buy Now and Pay More Later</a><br>6-8 <a href="#">Is Paying Over Time a Good Idea?</a><br>6-8 <a href="#">Take Charge Today</a> (Need free account)<br><ul style="list-style-type: none"> <li>• <a href="#">Exploring Values, Needs, and Wants</a></li> <li>• <a href="#">Take Charge of Credit Cards</a></li> <li>• <a href="#">Major Expenditure Mania</a></li> </ul> 6-12 <a href="#">Money Math</a><br>6-8 <a href="#">NGPF Middle School Curriculum</a> | 6-8 <a href="#">Worth!</a> | 4-6 <a href="#">EverFi's Free Online Course - Vault</a><br>6-8 <a href="#">NGPF Middle School Curriculum</a><br>5-12 <a href="#">Financial Football</a><br>6-8 <a href="#">EverFi's Free Online Course - FutureSmart</a><br>6-8 <a href="#">Payment Parliament</a><br>6-8 <a href="#">Rich Kid Smart Kid - Reno's Debt Dilemma</a><br>6-8 <a href="#">FAME's Claim Your Future Game</a> | 6-8 <a href="#">Basic of Building Credit - Answers</a><br>6-8 <a href="#">Building Wealth</a><br>6-8 <a href="#">Banking</a><br>6-8 <a href="#">Earning Interest</a><br>6-8 <a href="#">NGPF Units</a> | <a href="#">JA Economics For Success</a><br><a href="#">Credit Abuse</a><br><a href="#">Resistance</a><br><a href="#">Education</a><br><a href="#">Finance</a><br><a href="#">Authority of Maine (FAME)</a><br><a href="#">JMG's Middle School Program</a><br><a href="#">Machias Savings Bank</a><br><a href="#">Maine Credit Union League</a><br><a href="#">Maine Department of Education</a><br><a href="#">ME Jump\$tart for Personal Financial Literacy</a> |

## *National Standards & Resource – Managing. Risk*

|                          | <b>Standard</b><br><i>Students will know that...</i>   | <b>Learning Outcomes</b><br><i>Students will use this knowledge to...</i>  |
|--------------------------|--|--|
| <b>Managing Risk 8-1</b> | Financial loss can occur from unexpected events that damage health, wealth, income, property, and/or future opportunities.   | 8-1a. Describe how an unexpected event that damages health or property can impact a family's financial situation.<br>8-1b. Explain how advance planning can reduce the financial impact of an event that causes damage to personal property.   |
| <b>Managing Risk 8-2</b> | Insurance is a financial product that allows people to pay a fee (premium) to transfer the cost of a potential financial loss to an insurance company.   | 8-2a. Describe ways in which having insurance can protect a person from financial loss.<br>8-2b. Explain what might happen to people who cannot afford to buy insurance for a particular risk or who choose not to buy it.   |
| <b>Managing Risk 8-3</b> | An insurance company creates a pool of funds from many policyholders' premium payments and then uses these funds to compensate customers who experience a loss. People at higher risk for making a claim usually have to pay a higher premium. | 8-3a. Discuss how people use insurance to share the risk of financial loss.<br>8-3b. Explain why insurers commonly charge higher premiums to people who are higher risk (e.g. auto insurance for drivers with a bad accident record, flood insurance for houses on the coastline).                 |
| <b>Managing Risk 8-4</b> | Four key insurance terms that contribute to out-of-pocket costs with an insurance policy are: premium, deductible, copayments, and co-insurance.   | 8-4a. Describe how each of the following out-of-pocket insurance costs affects policyholders: premium, deductible, copayment, and coinsurance.<br>8-4b. Given information about premiums, deductibles, copayments, and coinsurance, calculate out-of-pocket costs for a hypothetical insured loss. |

|                          |   |  |
|--------------------------|---|--|
| <b>Managing Risk 8-5</b> | People can choose to avoid, reduce, retain, or transfer risk through the purchase of insurance. Each option has different costs and benefits. | <p>8-5a. Give examples of how people manage the risk of financial loss through risk avoidance, reduction, retention, and transfer.</p> <p>8-5b. Identify ways in which an automobile driver can avoid, reduce, or transfer the risk of being in a crash.</p> <p>8-5c. Weigh the costs and benefits of buying cell phone insurance versus accepting the risk.</p> |
| <b>Managing Risk 8-6</b> | Extended warranties and service contracts provide protection against certain product mechanical failures during the contract period.          | <p>8-6a. Describe types of purchases where extended warranties are typically offered as an add-on purchase.</p> <p>8-6b. Analyze the costs and benefits of purchasing an extended warranty on a specific item (e.g. cellphone, laptop, or vehicle).</p>  |
| <b>Managing Risk 8-7</b> | Identity theft is the use of someone else's personal identification information to commit a crime.  | <p>8-7a. Explain methods used by identity thieves to obtain personal information to commit a crime.</p> <p>8-7b. List actions that an individual can take to protect personal identification information.</p> <p>8-7c. Describe steps people can take to safely manage their finances using mobile technology.</p>   |

## Resources

| Lessons  | Games/Activities                                     | Resources  | Maine Resources  |
|--|--|--|--|
| <p>6-8 <a href="#">Scams &amp; Schemes</a></p> <p>6-8 In Trouble</p> <p><a href="#">Teacher</a> <a href="#">Student</a></p> <p><a href="#">PPT</a></p> <p>6-8 <a href="#">Insurance</a></p> <p>6-12 <a href="#">Money Math</a></p> | <p>5-8 <a href="#">NGPF Classroom Activities</a></p> | <p>4-6 <a href="#">EverFi's Free Online Course - Vault</a></p> <p>5-8 <a href="#">Renters and Homeowners Insurance - Article with Q&amp;A</a></p> <p>6-8 <a href="#">EverFi's Free Online Course - FutureSmart</a></p> <p>6-8 <a href="#">Types of Insurance</a></p> <p>6-8 <a href="#">NGPF Units</a></p> | <p><a href="#">JA Economics For Success</a></p> <p><a href="#">Finance Authority of Maine (FAME)</a></p> <p><a href="#">JMG's Middle School Program</a></p> <p><a href="#">Machias Savings Bank</a></p> <p><a href="#">Maine Credit Union League</a></p> <p><a href="#">Maine Department of Education</a></p> <p><a href="#">ME Jump\$tart for Personal Financial Literacy</a></p> |

## National Standards &amp; Maine Learning Results

## FAME Lessons/Resources

**Maine Learning Results – Personal Finance & Economics**

**Standard:** Students draw from concepts and processes in personal finance to understand issues of money management, saving, investing, credit, and debt; students draw from concepts and processes in economics to understand issues of production, distribution, consumption in the community, Maine, the United States, and the world.

**Grade 12 Performance Expectations:**

**Personal Finance:** Students understand the principles and processes of personal finance by:

- (F1) Explaining how personal finance involves the use of economics as the basis for saving, investing, and managing money.
- (F2) Identifying factors that impact consumer credit.
- (D1) Evaluating ways credit can be used.
- (D2) Evaluating different strategies for money and risk management.

**Economics:** Students understand the principles and processes of personal economics, the role of markets, the economic system of the United States, other economic systems in the world, and how economics systems in the world, and how economics serves to inform decisions in the present and future by:

- (F1) Analyzing the role of financial institutions, the financial markets, and government including fiscal, monetary, and trade policies.
- (F2) identifying and explaining various economic indicators and how they represent and influence economic activity.
- (D1) Analyzing economic activities and policies in relationship to freedom, efficiency, equity, security, growth, and sustainability.
- (D2) Explaining and applying the concepts of specialization, economic interdependence, and comparative advantage.
- (D3) Proposing a solution to a problem using the theory of supply and demand.

**Global Connections:** Students understand economic aspects of unity and diversity in Maine, the United States, and various world cultures, including Maine Native Americans, by:

- (F1) Comparing a variety of economic systems and strategies of economic development.
- (F2) Analyzing how resource distribution effects wealth, poverty, and other economic factors.
- (D1) Analyzing multiple views on how resource distribution has affected wealth, poverty, and other economics factors and present an argument as to the role of regional, international, and global organizations that are engaged in economic development.

## National Standards & Resource – Earning Income

|                            | <b>Standard</b><br><i>Students will know that...</i>  | <b>Learning Outcomes</b><br><i>Students will use this knowledge to...</i>   |
|----------------------------|---|---|
| <b>Earning Income 12-1</b> | Compensation for a job or career can be in the form of wages, salaries, commissions, tips, or bonuses, and may also include contributions to employee benefits, such as health insurance, retirement savings plans, and education reimbursement programs. | <p>12-1a. Research potential income and employee benefit packages that are likely to be offered to new employees by various companies, government agencies, or not-for-profit organizations.</p> <p>12-1b. Explain why people should evaluate employee benefits in addition to wages and salaries when choosing between job and career opportunities.</p> <p>12-1c. Differentiate between contributory and non-contributory employee benefits.</p> <p>12-1d. Examine the benefits of participating in employer-sponsored retirement savings plans and healthcare savings plans.</p> |
| <b>Earning Income 12-2</b> | In addition to wages and paid benefits, employees may also value intangible (non-cash) benefits, such as good working conditions, flexible work hours, telecommuting privileges, and career advancement potential.  | <p>12-2a. Give examples of intangible job benefits.</p> <p>12-2b. Describe how intangible benefits can affect a worker's career choices and income.</p> <p>12-2c. Evaluate the tradeoffs between income and non-income factors when making career or job choices.</p>   |
| <b>Earning Income 12-3</b> | People vary in their opportunity and willingness to incur the present costs of additional training and education in exchange for future benefits, such as earning potential.  | <p>12-3a. Evaluate the costs and benefits of investing in additional education or training.</p> <p>12-3b. Explain how differences in people's life circumstances can affect their opportunity and willingness to further their education or training.</p> <p>12-3c. Compare earnings and unemployment rates by level of education and training.</p>   |
| <b>Earning Income 12-4</b> | Employers generally pay higher wages or salaries to more educated, skilled, and productive workers than to less educated, skilled, and productive workers.  | <p>12-4a. Identify different types of jobs and careers where wages and salaries depend on a worker's productivity and skills.</p> <p>12-4b. Explain why wages or salaries vary among employees in different types of jobs and among workers in the same jobs.</p> <p>12-4c. Discuss possible explanations for the persistence of race and gender pay gaps.</p>  |
| <b>Earning Income 12-5</b> | Changes in economic conditions, technology, or the labor market can cause changes in income, career opportunities, or employment status.  | <p>12-5a. Discuss how economic and labor market conditions can affect income, career opportunities, and employment status.</p> <p>12-5b. Evaluate the impact of technological advances on employment and income.</p> <p>12-5c. Discuss the effects of an economic downturn on employment opportunities for people with different characteristics, such as education, experience, employment type, ethnicity, and gender.</p>  |

## Resources

| Lessons   | Games/Activities   | Resources   | Maine Resources  |
|---|--|---|--|
| 6-12 <a href="#">Money Math</a><br>7-12 <a href="#">Could You Start A Business</a><br>7-12 <a href="#">Classroom Inflation Auction</a><br>9-10 <a href="#">Classroom Economy</a><br>9-12 <a href="#">Understanding Your Paycheck</a><br>9-12 <a href="#">Making Personal Finance Decisions</a><br>9-12 <a href="#">Taxes: Where Does Your Money Go</a><br>9-12 <a href="#">It's Your Paycheck</a><br>9-12 Finding the Right Career for You<br><a href="#">Teacher</a> <a href="#">Student</a><br>9-12 Understanding Your Take Home Pay<br><a href="#">Teacher</a> <a href="#">Student</a><br>9-12 <a href="#">The 411 on College Education</a><br>9-12 <a href="#">If You're So Smart, Why Aren't You Rich?</a><br>9-12 <a href="#">Entrepreneurship</a><br>9-12 <a href="#">Creating a Resume and Cover Letter</a><br>9-12 <a href="#">Work and Income Taxes</a><br>9-12 <a href="#">DATA CRUNCH: What's the Relationship Between Education and Unemployment?</a><br>9-12 <a href="#">ANALYZE: A High School Resume and Cover Letter</a><br>9-12 <a href="#">ANALYZE: Sample Resume and Cover Letter</a><br>9-12 <a href="#">CREATE: A Resume and Cover Letter</a><br>9-12 <a href="#">PROJECT: Create a Career Roadmap</a><br>9-12 <a href="#">COMPARE: Choosing Between Job Offers</a><br>9-12 <a href="#">INTERACTIVE: Minimum Wage Since 1938</a><br>9-12 <a href="#">QUESTION OF THE DAY: What percent of taxpayers don't know what a W-4 is?</a><br>9-12 <a href="#">CALCULATE: How Allowances Affect Your Taxes</a><br>9-12 <a href="#">CALCULATE: Completing a 1040EZ</a><br>9-12 <a href="#">Entrepreneurship</a> | 6-12 <a href="#">Gazillionaire - Business Simulation</a><br>9-12 <a href="#">Rich Kid Smart Kid - Jesse's Ice Cream Stand</a><br>9-12 <a href="#">Discover Your Financial Identity</a><br>9-12 <a href="#">Job Fair Simulation</a><br>9-12 <a href="#">Spent</a><br>9-12 <a href="#">The Uber Game</a><br>9-12 <a href="#">Unemployment in My Hometown</a><br>9-12 <a href="#">Compare Employee Benefits</a><br>9-12 <a href="#">FAME's Claim Your Future Game</a><br>9-12 <a href="#">EverFi's Free Online Course - Financial Literacy</a><br>9-12 <a href="#">Financial Fitness Fairs</a><br>9-12 <a href="#">NGPF Classroom Activities</a><br>9-12 <a href="#">DATA CRUNCH: What's the Relationship Between Education and Unemployment?</a><br>9-12 <a href="#">ANALYZE: A High School Resume and Cover Letter</a><br>9-12 <a href="#">ANALYZE: Sample Resume and Cover Letter</a><br>9-12 <a href="#">CREATE: A Resume and Cover Letter</a><br>9-12 <a href="#">PROJECT: Create a Career Roadmap</a><br>9-12 <a href="#">COMPARE: Choosing Between Job Offers</a><br>9-12 <a href="#">INTERACTIVE: Minimum Wage Since 1938</a><br>9-12 <a href="#">QUESTION OF THE DAY: What percent of taxpayers don't know what a W-4 is?</a><br>9-12 <a href="#">CALCULATE: How Allowances Affect Your Taxes</a><br>9-12 <a href="#">CALCULATE: Completing a 1040EZ</a> | 9-12 <a href="#">Consumer Jungle</a><br>9-12 FTC <a href="#">Jobs &amp; Making Money</a><br>9-12 <a href="#">Money Talks - Should I Be Working</a><br>9-12 <a href="#">Better Money Habits - Taxes</a><br>9-12 <a href="#">Occupational Outlook Handbook</a><br>9-12 <a href="#">FAME's Scholarship Search Tool</a><br>9-12 <a href="#">Wealth Care Kit - Income Tax</a><br>9-12 JMG <a href="#">Financing College</a><br>9-12 <a href="#">NGPF Units</a> | <a href="#">JA Personal Finance</a><br><a href="#">JA Career Success</a><br><a href="#">JA Be Entrepreneurial</a><br><a href="#">JA Job Shadow</a><br><a href="#">Bangor Savings Bank</a><br><a href="#">Finance Authority of Maine (FAME)</a><br><a href="#">JMG's High School Program</a><br><a href="#">Machias Savings Bank</a><br><a href="#">Maine Credit Union League</a><br><a href="#">Maine Department of Education</a><br><a href="#">ME Jump\$tart for Personal Financial Literacy</a> |

|   |  |  |  |
|---|--|--|--|
| <p>9-12 <a href="#">Creating a Resume and Cover Letter</a></p> <p>9-12 <a href="#">Work and Income Taxes</a></p> <p>9-12 <a href="#">Personal Finance</a></p> <p>9-12 <a href="#">Take Charge Today</a></p> <p>(Need free account)</p> <ul style="list-style-type: none"> <li>• <a href="#">Paying Your Income Taxes</a></li> <li>• <a href="#">Invest in Yourself</a></li> <li>• <a href="#">Career Exploration</a></li> <li>• <a href="#">Preparing for Higher Education</a></li> <li>• <a href="#">Planning for Higher Education</a></li> <li>• <a href="#">Paying for Higher Education</a></li> <li>• <a href="#">Get a Job</a></li> <li>• <a href="#">Lifelong Employment</a></li> <li>• <a href="#">Getting Paid</a></li> <li>• <a href="#">Assessment: Career Path Interview</a></li> <li>• <a href="#">Receiving from Family, Friends, and Non-Profits</a></li> <li>• <a href="#">Receiving from Government Programs</a></li> <li>• <a href="#">Assessment: Perez Family Case Study</a></li> </ul> <p>11-12 <a href="#">Income &amp; Careers</a></p> <p>11-12 <a href="#">Classroom Economy</a></p> |  |  |  |
|---|--|--|--|

## National Standards & Resource – Spending

|                      | <b>Standard</b><br><i>Students will know that...</i>   | <b>Learning Outcomes</b><br><i>Students will use this knowledge to...</i>   |
|----------------------|--|---|
| <b>Spending 12-1</b> | A budget helps people achieve their financial goals by allocating income to necessary and desired spending, saving, and philanthropy.  | 12-1a. Identify their short-term and long-term financial goals.<br>12-1b. Develop a budget to allocate current income to necessary and desired spending, including estimates for both fixed and variable expenses.<br>12-1c. Explain methods for adjusting a budget for unexpected expenses or emergencies.<br>12-1d. Evaluate the advantages of using budgeting tools, such as spreadsheets or apps. |
| <b>Spending 12-2</b> | Consumer decisions are influenced by the price of products or services, the price of alternatives, the consumer's budget and preferences, and potential impact on the environment, society, and economy. | 12-2a. Select a product or service and describe the various factors that may influence a consumer's purchase decision.<br>12-2b. Describe a process for making an informed consumer decision.<br>12-2c. List the positive and negative effects of a recent consumer decision on the environment, society, and the economy.  |
| <b>Spending 12-3</b> | When purchasing a good that is expected to be used for a long time, consumers consider the product's durability, maintenance costs, and various product features.  | 12-3a. Explain the factors to evaluate when buying a durable good.<br>12-3b. Analyze the cost and features of three competing products or services.<br>12-3c. Compare product choices based on their impacts on the environment or society.   |
| <b>Spending 12-4</b> | Consumers may be influenced by how prices of goods and services are advertised, and whether prices are fixed or negotiable.  | 12-4a. List different ways retailers advertise the prices of their products.<br>12-4b. Describe how inflation affects purchase decisions and the price of goods and services.<br>12-4c. Summarize how negotiation affects consumer decisions and the price of goods and services.   |
| <b>Spending 12-5</b> | Consumers incur costs and realize benefits when searching for information related to the purchase of goods and services.   | 12-5a. Explain how pre-purchase research encourages consumers to avoid impulse buying.<br>12-5b. Brainstorm consumer research strategies and resources to use when making purchase decisions.<br>12-5c. Analyze social media marketing and advertising techniques designed to encourage spending.   |

|                          |  |  |
|--------------------------|--|--|
| <b>Spending<br/>12-6</b> | Housing decisions depend on individual preferences, circumstances, and costs, and can impact personal satisfaction and financial well-being.   | <p>12-6a. Identify financial and personal reasons that younger adults often choose to rent a home instead of buying.</p> <p>12-6b. Compare the short-term and long-term costs and benefits of renting versus buying a home in their city of residence.</p> <p>12-6c. Define key rental contract terminology, including lease term, security deposit, grace period, and eviction.</p>   |
| <b>Spending<br/>12-7</b> | People donate money, items, or time to charitable and non-profit organizations because they value the services provided by the organization and/or gain satisfaction from giving.  | <p>12-7a. Discuss the motivations for and benefits of donating money, items, or time.</p> <p>12-7b. Develop a list of charitable organizations and provide a possible reason that a donor might want to give money to each organization.</p> <p>12-7c. Identify specific steps one should take when researching charitable and other not-for-profit organizations.</p>   |
| <b>Spending<br/>12-8</b> | Federal and state laws, regulations, and consumer protection agencies (e.g., Federal Trade Commission, Consumer Affairs office, and Consumer Financial Protection Bureau) can help individuals avoid unsafe products, unfair practices, and marketplace fraud. | <p>12-8a. Describe the roles and responsibilities of government agencies that help protect consumers from fraud.</p> <p>12-8b. Identify state and federal consumer protection laws based on the issues they address and the safeguards they provide.</p> <p>12-8c. Investigate common types of consumer fraud and unfair or deceptive business practices, including online scams, phone solicitations, and redlining.</p> <p>12-8d. Make recommendations for sources of help for consumers who have experienced fraud.</p> |
| <b>Spending<br/>12-9</b> | Having an organized system for keeping track of spending, saving, and investing makes it easier to make financial decisions.   | <p>12-9a. Explain how having a system for financial record-keeping can make it easier to make financial decisions.</p> <p>12-9b. Develop a system for keeping track of spending, saving, and investing.</p> <p>12-9c. Research financial technology options for financial record-keeping.</p>  |

## Resources

| Lessons  | Games/Activities  | Resources  | Maine Resources  |
|--|---|--|--|
| 9-12 <a href="#">Personal Finance</a><br>9-12 <a href="#">Making Personal Finance Decisions</a><br>9-12 <a href="#">Take Charge Today</a><br>(Need free account) <ul style="list-style-type: none"> <li>• <a href="#">Introductions to Depository Institutions</a></li> <li>• <a href="#">The Basics of Taxes</a></li> <li>• <a href="#">Statement of Financial Position</a></li> <li>• <a href="#">Income and Expense Statement</a></li> <li>• <a href="#">Spending Plans</a></li> <li>• <a href="#">Assessment: My Money Management Guide</a></li> <li>• <a href="#">Choose to Save</a></li> <li>• <a href="#">Time Value of Money Math</a></li> <li>• <a href="#">Major Expenditures: Housing, Transportation, and Food</a></li> <li>• <a href="#">Assessment: Purchasing an Automobile</a></li> <li>• <a href="#">Assessment: Finding an Apartment</a></li> </ul> 11-12 <a href="#">Saving &amp; Investing</a> | 9-12 <a href="#">FAME's Claim Your Future Game</a><br>9-12 <a href="#">The Payoff</a><br>9-12 <a href="#">Payback</a><br>9-12 <a href="#">Spent</a><br>9-12 <a href="#">The Uber Game</a><br>9-12 <a href="#">EverFi's Free Online Course - Financial Literacy</a><br>9-12 <a href="#">Financial Fitness Fairs</a><br>9-12 <a href="#">NGPF Classroom Activities</a><br>9-12 <a href="#">CALCULATE: Reconcile Your Checkbook</a><br>9-12 <a href="#">INTERACTIVE: Basic Banking Activities</a><br>9-12 <a href="#">PROJECT: Buying a Used Car</a> | 9-12 <a href="#">Your Spending, Your Saving, Your Future</a> | <a href="#">JA Personal Finance</a><br><a href="#">Bangor Savings Bank Credit Abuse Resistance Education Finance Authority of Maine (FAME)</a><br><a href="#">JMG's High School Program</a><br><a href="#">Machias Savings Bank</a><br><a href="#">Maine Credit Union League</a><br><a href="#">Maine Department of Education</a><br><a href="#">ME Jump\$tart for Personal Financial Literacy</a> |

## National Standards & Resource – Savings

|                    | <b>Standard</b><br><i>Students will know that...</i>  | <b>Learning Outcomes</b><br><i>Students will use this knowledge to...</i>   |
|--------------------|---|---|
| <b>Saving 12-1</b> | Financial institutions offer several types of savings accounts, including regular savings, money market accounts, and certificates of deposit (CDs), that differ in minimum deposits, rates, and deposit insurance coverage.                        | <p>12-1a. Compare the features of regular savings accounts, money market accounts, and CDs.</p> <p>12-1b. Explain why CDs typically pay higher interest rates than regular savings accounts or interest-bearing checking accounts.</p>  |
| <b>Saving 12-2</b> | Deposit account interest rates and fees vary between financial institutions and depend on market conditions and competition.  | <p>12-2a. Select a preferred location for a savings account based on comparison of interest rates and fees at different types of financial institutions.</p> <p>12-2b. Explain why an increase in the number of people who want to borrow money might result in banks paying higher rates on deposits.</p> <p>12-2c. Discuss types of market conditions that could result in financial institutions paying lower rates on savings accounts.</p> |
| <b>Saving 12-3</b> | Unless offered by insured financial institutions, mobile payment accounts and cryptocurrency accounts are not federally insured and usually do not pay interest to depositors.  | <p>12-3a. Research mobile payment account alternatives.</p> <p>12-3b. Compare and contrast the features of mobile payment accounts, cryptocurrency accounts, and checking/savings accounts.</p> <p>12-3c. Explain why storing money in a mobile payment account can reduce the ability to grow savings.</p>   |
| <b>Saving 12-4</b> | Inflation can erode the value of savings if the interest rate earned on a savings account is less than the inflation rate.  | <p>12-4a. Explain why savers typically earn a higher nominal rate of interest when inflation is high.</p> <p>12-4b. Illustrate how inflation can reduce the purchasing power of savings over time if the nominal interest rate is lower than the inflation rate.</p> <p>12-4c. Investigate how federal I bonds provide inflation protection for savers.</p>   |
| <b>Saving 12-5</b> | Government agencies such as the Federal Reserve, the FDIC, and the NCUA, along with their counterparts in state government, supervise and regulate financial institutions to improve financial solvency, legal compliance, and consumer protection. | <p>12-5a. Investigate the areas of financial institution operations that are subject to state and/or federal regulation and supervision.</p> <p>12-5b. Identify the state agency responsible for regulating financial institutions where they live.</p> <p>12-5c. Explain the importance of solvency regulation for financial institutions.</p>   |

|                       | <b>Standard</b><br><i>Students will know that...</i>   | <b>Learning Outcomes</b><br><i>Students will use this knowledge to...</i>  |
|-----------------------|--|--|
| <b>Saving</b><br>12-6 | Tax policies that allow people to save pretax earnings or to reduce or defer taxes on interest earned provide incentives for people to save.   | <p>12-6a. Explain how traditional IRAs (individual retirement accounts), Roth IRAs, and education savings accounts provide incentives for people to save.</p> <p>12-6b. Compare the tax advantages of traditional and Roth IRAs.</p> <p>12-6c. Compare the tax advantages of different types of education savings accounts.</p>  |
| <b>Saving</b><br>12-7 | Employer defined contribution retirement plans and health savings accounts can provide incentives for employees to save.   | <p>12-7a. Explain how an employer match of employee contributions to its retirement plan provides an incentive for employees to save.</p> <p>12-7b. Compare the impact of employee "opt in" versus "opt out" of employer retirement plans and explain why it makes a difference.</p> <p>12-7c. Describe the pros and cons of saving through an employer retirement plan as compared to saving outside of an employer plan.</p> <p>12-7d. Explain the benefits of saving money in a health savings account for individuals with high-deductible health plans.</p> |
| <b>Saving</b><br>12-8 | People can reduce the potential for future financial strife with a partner or spouse by sharing personal financial information, goals, and values prior to combining finances.                         | <p>12-8a. Assess the value of sharing financial goals and personal financial information with a partner before combining finances.</p> <p>12-8b. Discuss how personal financial decisions can affect other people.</p>   |
| <b>Saving</b><br>12-9 | There are many strategies that can help people manage psychological, emotional, and external obstacles to saving, including automated savings plans, employer matches, and avoiding personal triggers. | <p>12-9a. Explain how external influences (e.g. peers, family, or social media) can impact personal savings decisions.</p> <p>12-9b. Identify strategies to manage psychological and emotional obstacles to saving.</p> <p>12-9c. Discuss strategies for avoiding personal triggers that result in deviating from a savings plan.</p> <p>12-9d. Explain how the saving strategy "pay yourself first" can help people achieve their saving goals.</p>   |

## Resources

| Lessons   | Games/Activities  | Resources  | Maine Resources   |
|---|---|--|---|
| <p>6-12 <a href="#">Money Math</a></p> <p>6-12 <a href="#">The Basics of Saving &amp; Investing</a></p> <p>6-12 <a href="#">Types of Savings Accounts</a></p> <p>9 - <a href="#">Saving Activities - Math</a></p> <p>9-12 <a href="#">Saving for a Rainy Day</a></p> <p><a href="#">Teacher</a> <a href="#">Student</a></p> <p>9-12 <a href="#">Can You Afford to Retire?</a></p> <p>9-12 <a href="#">Saving &amp; Investing</a></p> <p>9-12 <a href="#">Building Wealth</a></p> <p>9-12 <a href="#">The Great Depression</a></p> <p>9-12 <a href="#">Online &amp; Mobile Banking</a></p> <p>9-12 <a href="#">Saving Basics</a></p> <p>9-12 <a href="#">Personal Finance</a></p> <p>9-12 <a href="#">Making Personal Finance Decisions</a></p> <p>9-12 <a href="#">Take Charge Today</a> (Need free account)</p> <ul style="list-style-type: none"> <li>• <a href="#">Introductions to Depository Institutions</a></li> <li>• <a href="#">The Basics of Taxes</a></li> <li>• <a href="#">Statement of Financial Position</a></li> <li>• <a href="#">Income and Expense Statement</a></li> <li>• <a href="#">Spending Plans</a></li> <li>• <a href="#">Assessment: My Money Management Guide</a></li> <li>• <a href="#">Choose to Save</a></li> <li>• <a href="#">Time Value of Money Math</a></li> <li>• <a href="#">Major Expenditures: Housing, Transportation, and Food</a></li> <li>• <a href="#">Assessment: Purchasing an Automobile</a></li> <li>• <a href="#">Assessment: Finding an Apartment</a></li> </ul> <p>11-12 <a href="#">Saving &amp; Investing</a></p> | <p>5-12 <a href="#">Financial Football</a></p> <p>7-12 <a href="#">Money Magic</a></p> <p>9-12 <a href="#">Rich Kid Smart Kid - Pay Yourself First</a></p> <p>9-12 <a href="#">Rich Kid Smart Kid - Jesse's Big Change</a></p> <p>9-12 <a href="#">FAME's Claim Your Future Game</a></p> <p>9-12 <a href="#">The Payoff</a></p> <p>9-12 <a href="#">Payback</a></p> <p>9-12 <a href="#">Spent</a></p> <p>9-12 <a href="#">The Uber Game</a></p> <p>9-12 <a href="#">EverFi's Free Online Course - Financial Literacy</a></p> <p>9-12 <a href="#">Financial Fitness Fairs</a></p> <p>9-12 <a href="#">NGPF Classroom Activities</a></p> <p>9-12 <a href="#">CREATE: A Salary-Based Budget</a></p> <p>9-12 <a href="#">INTERACTIVE: Get Basic with OnlineBank Sim</a></p> <p>9-12 <a href="#">CALCULATE: Reconcile Your Checkbook</a></p> <p>9-12 <a href="#">INTERACTIVE: Basic Banking Activities</a></p> <p>9-12 <a href="#">PROJECT: Buying a Used Car</a></p> <p>9-12 <a href="#">Online &amp; Mobile Banking</a></p> <p>9-12 <a href="#">Saving Basics</a></p> <p>9-12 <a href="#">NGPF Units</a></p> | <p>9-12 <a href="#">Money Talks - Should I Be Banking</a></p> <p>9-12 <a href="#">Better Money Habits - Saving</a></p> <p>9-12 <a href="#">Your Spending, Your Saving, Your Future</a></p> | <p><a href="#">JA Personal Finance</a></p> <p><a href="#">Bangor Savings Bank</a></p> <p><a href="#">Credit Abuse Resistance Education</a></p> <p><a href="#">Finance Authority of Maine (FAME)</a></p> <p><a href="#">JMG's High School Program</a></p> <p><a href="#">Machias Savings Bank</a></p> <p><a href="#">Maine Credit Union League</a></p> <p><a href="#">Maine Department of Education</a></p> <p><a href="#">ME Jump\$tart for Personal Financial Literacy</a></p> |

## National Standards & Resource – Investing

|                       | <b>Standard</b><br><i>Students will know that...</i>   | <b>Learning Outcomes</b><br><i>Students will use this knowledge to...</i>  |
|-----------------------|--|--|
| <b>Investing 12-1</b> | A person's investment risk tolerance depends on factors such as personality, financial resources, investment experiences, and life circumstances.  | 12-1a. Give examples of factors that can influence a person's risk tolerance.<br>12-1b. Discuss how a person's risk tolerance influences their investment decisions.<br>12-1c. Assess their personal risk tolerance using an online tool or worksheet.   |
| <b>Investing 12-2</b> | Investors earn investment returns from price changes and annual cash flows (such as interest, dividends or rent). The nominal annual rate of return is the annual total dollar benefit as a percentage of the beginning price. | 12-2a. Describe the different types of annual cash flows that can be received by investors.<br>12-2b. Compare nominal annual rates of return over time on different types of investments, including cash flows and price changes.<br>12-2c. Explain why assets that do not produce income or are exposed to large price fluctuation (such as collectibles, precious metals, and cryptocurrencies) are described as speculative investments.  |
| <b>Investing 12-3</b> | Investors expect to earn higher rates of return when they invest in riskier assets.  | 12-3a. Discuss the advantages and disadvantages of investing in riskier assets.<br>12-3b. Investigate the long-run average rates of returns on small-company stocks, large-company stocks, corporate bonds, and Treasury bonds.<br>12-3c. Explain why the expected rate of return on a value stock or mutual fund is likely to be lower than that of a growth stock or mutual fund.<br>12-3d. Explain why bonds with longer maturities generally earn a higher return than shorter-term bonds. |
| <b>Investing 12-4</b> | Because inflation reduces purchasing power over time, the real return on a financial asset is lower than its nominal return.   | 12-4a. Describe the impact of inflation on prices over time.<br>12-4b. Explain the relationship between nominal and real returns.<br>12-4c. Find the current rate paid on CDs at a bank and calculate the expected real rate after inflation.  |
| <b>Investing 12-5</b> | The prices of financial assets change in response to market conditions, interest rates, company performance, new information, and investor demand.   | 12-5a. Describe factors that influence the prices of financial assets.<br>12-5b. Predict what could happen to the price of a stock if new information is reported about the company or its products.<br>12-5c. Discuss how economic downturns that result in high unemployment can affect the prices of financial assets.<br>12-5d. Explain why the market price of some assets, such as bonds and real estate, increase when interest rates decrease.   |

|                            |   |  |
|----------------------------|---|--|
| <b>Investing<br/>12-6</b>  | When making diversification and asset allocation decisions, investors consider their risk tolerance, goals, and investing time horizon.                           | <p>12-6a. Recommend portfolio allocation between major asset classes for a short-term goal versus a long-term goal.</p> <p>12-6b. Discuss the pros and cons of investing in a diversified mutual fund versus investing in a small number of individual stocks.</p> <p>12-6c. Suggest an appropriate asset allocation for a very risk averse person versus a very risk tolerant person.</p> <p>12-6d. Explain how target date retirement funds reallocate investments over time to meet their investment objective.</p> |
| <b>Investing<br/>12-7</b>  | Expenses of buying, selling, and holding financial assets decrease the rate of return from an investment.   | <p>12-7a. Discuss how the expenses associated with buying and selling investments can impact rates of return and investment outcomes.</p> <p>12-7b. Compare the expense ratios for several mutual funds.</p> <p>12-7c. Explain why an actively managed mutual fund usually has a higher expense ratio than an index fund.</p>  |
| <b>Investing<br/>12-8</b>  | Tax rules affect the rate of return on different investments, and can vary by holding period, type of income, and type of account.                                | <p>12-8a. Compare tax rates paid on interest income versus short-term and long-term capital gains.</p> <p>12-8b. Describe the advantages of investing through a tax-deferred account such as an IRA or 401(k) versus a taxable account.</p> <p>12-8c. Investigate the contribution limits and tax advantages of a traditional IRA versus a Roth IRA.</p>   |
| <b>Investing<br/>12-9</b>  | Common behavioral biases can result in investors making decisions that adversely affect their investment outcomes.  | <p>12-9a. Identify several behavioral biases that can result in poor investment decisions (e.g. loss aversion, investing in employer stock, home bias, mental accounting).</p> <p>12-9b. Brainstorm methods for avoiding negative consequences from behavioral biases.</p>   |
| <b>Investing<br/>12-10</b> | Financial technology can counterbalance negative behavioral factors when making investment decisions.   | <p>12-10a. Explore common financial technologies used for investing, including automated trading platforms.</p> <p>12-10b. Explain how automating investment activities can help people avoid making emotional investment decisions.</p>   |
| <b>Investing<br/>12-11</b> | Many investors buy and sell financial assets through discount brokerage firms that provide inexpensive investment services and advice using financial technology. | <p>12-11a. Discuss how the development of financial technology has made it easier for people of all income and education levels to participate in financial markets.</p> <p>12-11b. Choose a discount broker and research the minimum starting account balance, minimum monthly investment, and trading costs.</p> <p>12-11c. Identify the advantages and disadvantages of robo-advising and other investment-related financial technologies.</p>  |

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| <b>Investing<br/>12-12</b> | Federal regulation of financial markets is designed to ensure that investors have access to accurate information about potential investments and are protected from fraud. | <p>12-12a. Explain the role of federal regulators in financial markets.</p> <p>12-12b. Discuss why insider trading is illegal and harmful to investment markets.</p> <p>12-12c. Explain the importance of having access to full and accurate information about potential investments.</p>  |
| <b>Investing<br/>12-13</b> | Investors often compare the performance of their investments against a benchmark, such as a diversified stock or bond index.   | <p>12-13a. Explain why investors often compare portfolio performance to a benchmark such as the S&amp;P 500 Index.</p> <p>12-13b. Research the composition of the most popular benchmark indices and compare their recent performance.</p> <p>12-13c. Discuss the advantages of investing in an exchange-traded fund (ETF) that tracks a market index rather than investing in actively managed mutual funds or individual stocks and bonds.</p> |
| <b>Investing<br/>12-14</b> | Criteria for selecting financial professionals for investment advice include licensing, certifications, education, experience, and cost.                                   | <p>12-14a. Discuss reasons that a person might want to hire a financial professional to manage their investments or provide investment advice.</p> <p>12-14b. Explain the importance of licensing, certifications, education, and experience as criteria for selecting a financial professional for investment management or advice.</p> <p>12-14c. Investigate where and how to find qualified financial professionals.</p>                     |

## Resources

| Lessons   | Games/Activities  | Resources   | Maine Resources  |
|---|---|---|--|
| 6-12 <a href="#">Money Math</a><br>6-12 <a href="#">The Basics of Saving &amp; Investing</a><br>9-10 <a href="#">Classroom Economy Investing</a><br>9-12 <a href="#">Buy, Sell or Hold?</a><br><a href="#">Teacher</a> <a href="#">Student</a><br>9-12 <a href="#">A Way to Wealth:</a><br><a href="#">Teacher</a> <a href="#">Student</a><br>9-12 <a href="#">Diversification and Risk</a><br>9-12 <a href="#">What Does the Fed Do?</a><br>9-12 <a href="#">Focus on Economic Data</a><br>9-12 <a href="#">Keynes vs. Hayek</a><br>9-12 <a href="#">Can You Afford to Retire?</a><br>9-12 <a href="#">Balance of Power</a><br>9-12 <a href="#">Risky Business -- or Not!</a><br>9-12 <a href="#">Opportunity Costs</a><br>9-12 <a href="#">Dividend-Paying Stocks</a><br>9-12 <a href="#">Saving &amp; Investing</a><br>9-12 <a href="#">Building Wealth</a><br>9-12 <a href="#">The Great Depression</a><br>9-12 <a href="#">Investment Basics</a><br>9-12 <a href="#">Intro to the Stock Market</a><br>9-12 <a href="#">Investment Strategies</a><br>9-12 <a href="#">Investing for Retirement</a><br>9-12 <a href="#">Making Personal Finance Decisions</a><br>9-12 <a href="#">DATA CRUNCH: Why Should You Invest When You Are Young?</a><br>9-12 <a href="#">QUESTION OF THE DAY: At what age can recent college grads expect to retire?</a><br>9-12 <a href="#">QUESTION OF THE DAY: What percent of Americans are contributing to a retirement plan (e.g., 401k) offered by their employer?</a><br>9-12 <a href="#">ANALYZE: Investing for Retirement</a><br>9-12 <a href="#">CALCULATE: Compound Interest</a><br>9-12 <a href="#">CALCULATE: Investment Fees</a><br>9-12 <a href="#">INTERACTIVE: Think You Can Beat the Stock Market?</a><br>9-12 <a href="#">PROJECT: Joining the Market</a><br>9-12 <a href="#">ROLEPLAY: Let's Make a Mutual Fund</a><br>9-12 <a href="#">CASE STUDY: compound My Interest in 401(k)s</a> | 9-12 <a href="#">What is Diversification</a><br>9-12 <a href="#">Fed Policy: Then &amp; Now</a><br>9-12 <a href="#">Build Your Stax</a><br>9-12 <a href="#">FAME's Claim Your Future Game</a><br>9-12 <a href="#">The Payoff</a><br>9-12 <a href="#">EverFi's Free Online Course - Financial Literacy</a><br>9-12 <a href="#">Financial Fitness Fairs</a><br>9-12 <a href="#">NGPF Classroom Activities</a><br>9-12 <a href="#">DATA CRUNCH: Why Should You Invest When You Are Young?</a><br>9-12 <a href="#">QUESTION OF THE DAY: At what age can recent college grads expect to retire?</a><br>9-12 <a href="#">QUESTION OF THE DAY: What percent of Americans are contributing to a retirement plan (e.g., 401k) offered by their employer?</a><br>9-12 <a href="#">ANALYZE: Saving for Retirement</a><br>9-12 <a href="#">CALCULATE: Compound Interest</a><br>9-12 <a href="#">CALCULATE: Investment Fees</a><br>9-12 <a href="#">INTERACTIVE: Think You Can Beat the Stock Market?</a><br>9-12 <a href="#">PROJECT: Joining the Market</a><br>9-12 <a href="#">ROLEPLAY: Let's Make a Mutual Fund</a><br>9-12 <a href="#">CASE STUDY: compound My Interest in 401(k)s</a> | 6-12 <a href="#">Stock Market Resources</a><br>9-12 <a href="#">Investor Education Modules</a><br>9-12 <a href="#">NGPF Units</a> | <a href="#">JA Personal Finance</a><br><a href="#">Finance Authority of Maine (FAME)</a><br><a href="#">JMG's High School Program</a><br><a href="#">Machias Savings Bank</a><br><a href="#">Maine Credit Union League</a><br><a href="#">Maine Department of Education</a><br><a href="#">ME Jump\$tart for Personal Financial Literacy</a> |

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| 9-12 <a href="#">Investment Basics</a><br>9-12 <a href="#">Intro to the Stock Market</a><br>9-12 <a href="#">Investment Strategies</a><br>9-12 <a href="#">Investing for Retirement</a><br>9-12 <a href="#">Personal Finance</a><br>9-12 <a href="#">Take Charge Today</a> (Need<br>free account) <ul style="list-style-type: none"> <li>• <a href="#">The Fundamentals of Investing</a></li> <li>• <a href="#">Rule of 72</a></li> <li>• <a href="#">Assessment: It's My Life</a></li> <li>• <a href="#">Let's Talk Stocks</a></li> <li>• <a href="#">Assessment: Researching Stocks: A Portfolio Simulation</a></li> </ul> 11-12 <a href="#">Saving &amp; Investing</a> |  |  |  |
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## National Standards & Resource – Managing Credit

|                    | <b>Standard</b><br><i>Students will know that...</i>  | <b>Learning Outcomes</b><br><i>Students will use this knowledge to...</i>   |
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| <b>Credit 12-1</b> | Borrowers can compare the cost of credit using the Annual Percentage Rate (APR) and other terms in the loan or credit card contract.                                  | 12-1a. Describe how credit card grace periods, methods of interest calculation, and fees affect borrowing costs.<br>12-1b. Compare the cost of borrowing \$1,000 using consumer credit options that differ in rates and fees.   |
| <b>Credit 12-2</b> | Loans that are secured by collateral have lower interest rates than unsecured loans because they are less risky to lenders.   | 12-2a. Give examples of unsecured and secured loans.<br>12-2b. Explain why lenders charge lower interest rates on secured loans than on unsecured loans.<br>12-2c. Compare what happens if a borrower fails to make required payments on a secured loan, such as an auto loan or a home mortgage, versus failing to pay a credit card account.  |
| <b>Credit 12-3</b> | Monthly mortgage payments vary depending on the amount borrowed, the repayment period, and the interest rate, which can be fixed or adjustable.                       | 12-3a. Identify the type of collateral required for a mortgage loan.<br>12-3b. Differentiate between adjustable-rate and fixed-rate mortgages.<br>12-3c. Compare monthly mortgage payments for loans that differ in repayment period, amount borrowed, and interest rate.   |
| <b>Credit 12-4</b> | Post-secondary education is often financed by students and families/caregivers through a combination of scholarships, grants, student loans, work-study, and savings. | 12-4a. Describe the different sources of funding for post-secondary education.<br>12-4b. Explain the role the FAFSA plays in applying for college financial aid.<br>12-4c. Identify scholarships and grants for which they are eligible.<br>12-4d. Estimate the reduction in total cost of education and potential student loan debt if they complete their first two years of college at a community college before transferring to a four-year institution. |
| <b>Credit 12-5</b> | Federal student loans have lower rates and more favorable repayment terms than private student loans, and may be subsidized.  | 12-5a. Compare federal and private student loans based on interest rates, repayment rules, and other characteristics.<br>12-5b. Describe the process of applying for a student loan.<br>12-5c. Estimate total interest on various student loans based on interest rates and repayment plans.<br>12-5d. Predict the potential consequences of deferred payment of student loans.   |
| <b>Credit 12-6</b> | Down payments reduce the amount needed to borrow.   | 12-6a. Identify examples of loans that may require down payments.<br>12-6b. Given the price of a home, estimate the amount of down payment required.<br>12-6c. For a specified loan amount, compare the monthly loan payment with a 10% down payment versus a 20% down payment.<br>12-6d. Explain how a down payment makes a borrower more attractive to a lender and motivates loan repayment by the borrower.   |

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| <b>Credit<br/>12-7</b>  | Lenders assess credit-worthiness of potential borrowers by consulting credit reports compiled by credit bureaus.  | <p>12-7a. Identify the primary organizations that maintain and provide consumer credit reports.</p> <p>12-7b. Assess the value to a potential lender of the information contained in a credit report.</p> <p>12-7c. Explain how a person can get a free copy of their credit report and why this is advisable.</p> <p>12-7d. Outline the process of disputing inaccurate credit report information.</p>                 |
| <b>Credit<br/>12-8</b>  | A credit score is a numeric rating that assesses a person's credit risk based on information in their credit report.  | <p>12-8a. Identify the main factors that are included in credit score calculations.</p> <p>12-8b. Explain how a borrower's credit score can impact their cost of credit and their ability to get credit.</p> <p>12-8c. Recommend ways that a person can increase their credit score.</p>  |
| <b>Credit<br/>12-9</b>  | Credit reports and credit scores may be requested and used by entities other than lenders.  | <p>12-9a. Explain how landlords, potential employers, and insurance companies use credit reports and credit scores in decision-making.</p> <p>12-9b. Provide examples of benefits associated with having a good credit score.</p> <p>12-9c. Compare the effect of soft versus hard credit inquiries on a person's credit score.</p>   |
| <b>Credit<br/>12-10</b> | Borrowers who face negative consequences because they are unable to repay their debts may be able to seek debt management assistance.   | <p>12-10a. Describe how failing to repay a loan can negatively impact a person's finances and life.</p> <p>12-10b. Identify sources of assistance with debt management.</p> <p>12-10c. Create a plan for a person who is having difficulty repaying debt.</p> <p>12-10d. Compare the costs and benefits associated with for-profit versus non-profit credit counseling services.</p>                                    |
| <b>Credit<br/>12-11</b> | In extreme cases, bankruptcy may be an option for people who are unable to repay their debts.   | <p>12-11a. Describe the purpose of bankruptcy laws.</p> <p>12-11b. Investigate the effects of bankruptcy on assets, employment, and future access to credit.</p> <p>12-11c. Compare the results of liquidation versus reorganization bankruptcy.</p>  |
| <b>Credit<br/>12-12</b> | Consumer credit protection laws govern disclosure of credit terms, discrimination in borrowing, and debt collection practices.  | <p>12-12a. Explain the rationale behind laws that require people to have access to full information about credit cards and loans before they borrow money.</p> <p>12-12b. Discuss the importance of protecting borrowers from discrimination and abusive marketing or collection practices.</p> <p>12-12c. Research where to find credible sources of up-to-date information on credit rights and responsibilities.</p> |
| <b>Credit<br/>12-13</b> | Alternative financial services, such as payday loans, check-cashing services, pawnshops, and instant tax refunds, provide easy access to credit, often at relatively high cost. | <p>12-13a. Identify products and practices that are classified as alternative financial services.</p> <p>12-13b. Discuss the costs and benefits of using alternative financial services relative to traditional banking.</p> <p>12-13c. Explain how using payday loans can cause a cycle of debt.</p>   |

## Resources

| Lessons  | Games/Activities  | Resources  | Maine Resources   |
|--|---|--|---|
| 6-12 <a href="#">Money Math</a><br>6-12 <a href="#">So How Much Are You Really Paying For That Loan?</a><br>7-12 <a href="#">The Business of Interest</a><br>7-12 <a href="#">Pay Credit When Credit is Due</a><br>7-12 <a href="#">The Business of Credit</a><br>9-10 <a href="#">Earning Interest</a><br>9-12 <a href="#">Should I Use Cash or Credit</a><br>9-12 <a href="#">How Credit Affects Your Life</a><br>9-12 Researching & Buying A Car<br><a href="#">Teacher</a> <a href="#">Student</a><br>9-12 Financing Your Education<br><a href="#">Teacher</a> <a href="#">Student</a><br>9-12 Why Credit Matters<br><a href="#">Teacher</a> <a href="#">Student</a><br>9-12 Selecting a Banking Partner<br><a href="#">Teacher</a> <a href="#">Student</a><br>9-12 Using Credit Wisely<br><a href="#">Teacher</a> <a href="#">Student</a><br>9-12 The Danger of Debt<br><a href="#">Teacher</a> <a href="#">Student</a><br>9-12 A House to Call Your Own<br><a href="#">Teacher</a> <a href="#">Student</a><br>9-12 Interest and Investments<br><a href="#">Teacher</a> <a href="#">Student</a><br>9-12 <a href="#">Banks &amp; Credit Unions</a><br>9-12 <a href="#">Are You Creditworthy</a><br>9-12 <a href="#">My Credit Rating: Why Should I Care</a><br>9-12 <a href="#">Credit Score</a><br>9-12 <a href="#">Before You Choose a Credit Card</a><br>9-12 <a href="#">Extra Credit: It's No Fairy Tale</a><br>9-12 <a href="#">Let's Get Financially Focused</a><br>9-12 <a href="#">Finance and Responsible Lending</a><br>9-12 <a href="#">Filling Empty Pockets</a><br>9-12 <a href="#">The Fine Print: Credit Report</a><br>9-12 <a href="#">Making Personal Finance Decisions</a><br>9-12 <a href="#">COMPARE: Auto Loans</a><br>9-12 <a href="#">COMPARE: Select the Right Auto Financing</a><br>9-12 <a href="#">ANALYZE: Understanding Amortization</a> | 5-12 <a href="#">Financial Football</a><br>9-12 <a href="#">The Card Game</a><br>9-12 <a href="#">Secret History of the Credit Card</a><br>9-12 <a href="#">Rich Kid Smart Kid - Reno's Debt Dilemma</a><br>9-12 <a href="#">Car Loan Project</a><br>9-12 <a href="#">It Adds Up</a><br>9-12 <a href="#">Shady Sam: Loan Shark</a><br>9-12 <a href="#">FAME's Claim Your Future Game</a><br>9-12 <a href="#">EverFi's Free Financial Literacy</a><br>9-12 <a href="#">Financial Fitness Fairs</a><br>9-12 <a href="#">NGPF Classroom Activities</a> | 9-12 <a href="#">Money Talks - Should I Be Charging</a><br>9-12 <a href="#">Better Money Habits - Credit</a><br>9-12 <a href="#">Better Money Habits - Debt</a><br>9-12 <a href="#">Better Money Habits - Home Buying &amp; Renting</a><br>9-12 <a href="#">Better Money Habits - Car Buying</a><br>9-12 <a href="#">Better Money Habits - Personal Banking &amp; Security</a><br>9-12 <a href="#">Better Money Habits - Paying for College</a><br>9-12 <a href="#">Debt-slapped - Paying for college</a><br>9-12 FTC <a href="#">Credit &amp; Loans</a><br>9-12 FTC <a href="#">Dealing with Debt</a><br>9-12 FTC <a href="#">Home Loans</a><br>9-12 <a href="#">NGPF Units</a> | <a href="#">JA Personal Finance</a><br><a href="#">Bangor Savings Bank</a><br><a href="#">Central Maine Credit Union</a><br>1. <a href="#">Your Credit Report</a><br>2. <a href="#">Afford a Loan</a><br><a href="#">Credit Abuse Resistance Education</a><br><a href="#">Finance Authority of Maine (FAME)</a><br><a href="#">JMG's High School Program</a><br><a href="#">Machias Savings Bank</a><br><a href="#">Maine Credit Union League</a><br><a href="#">Maine Department of Education</a><br><a href="#">ME Jump\$tart for Personal Financial Literacy</a> |

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| <p>9-12 <a href="#">CALCULATE: Impact of Credit Score on Loans</a></p> <p>9-12 <a href="#">RESEARCH: Fair Credit Reporting Act Web Quest</a></p> <p>9-12 <a href="#">QUESTION OF THE DAY: What percent of millennials are declined for credit each year?</a></p> <p>9-12 <a href="#">QUESTION OF THE DAY: How much will an Excellent credit score save you on a \$25,000 auto loan?</a></p> <p>9-12 <a href="#">PROJECT: Do-It-Yourself Debt Relief</a></p> <p>9-12 <a href="#">Credit History &amp; Reports</a></p> <p>9-12 <a href="#">Credit Scores</a></p> <p>9-12 <a href="#">Repaying Your Student Loans</a></p> <p>9-12 <a href="#">Personal Finance</a></p> <p>9-12 <a href="#">Take Charge Today</a> (Need free account)</p> <ul style="list-style-type: none"> <li>• <a href="#">Credit Reports and Scores</a></li> <li>• <a href="#">Credit Basics</a></li> <li>• <a href="#">Understanding Credit Cards</a></li> <li>• <a href="#">Protecting Yourself from Fraud: Identity Theft</a></li> <li>• <a href="#">Major Expenditures: Housing, Transportation, and Food</a></li> <li>• <a href="#">Assessment: Purchasing an Automobile</a></li> </ul> <p>10 - <a href="#">Loan Activities - ELA</a></p> <p>11-12 <a href="#">Earning Interest</a></p> |  |  |  |
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## National Standards & Resource – Managing Risk

|                           | <b>Standard</b><br><i>Students will know that...</i>  | <b>Learning Outcomes</b><br><i>Students will use this knowledge to...</i>  |
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| <b>Managing Risk 12-1</b> | People vary with respect to their willingness to accept risk and in how much they are willing to pay for insurance that will allow them to minimize future financial loss.  | 12-1a. Discuss whether a premium paid to insure against a crash that never happens is wasted.<br>12-1b. Analyze the conditions under which it is appropriate for young adults to have life, health, and disability insurance.  |
| <b>Managing Risk 12-2</b> | The decision to buy insurance depends on perceived risk exposure, the price of insurance coverage, and individual characteristics such as risk attitudes, age, occupation, lifestyle, and financial profile.                  | 12-2a. Identify individual characteristics that influence insurance purchase decisions.<br>12-2b. Recommend types of insurance needed by people with different characteristics.  |
| <b>Managing Risk 12-3</b> | Some types of insurance coverage are mandatory.   | 12-3a. Explain why homeowners' insurance is required by a lender when a homeowner takes out a mortgage.<br>12-3b. Discuss why most states mandate auto liability coverage.<br>12-3c. Research the minimum auto liability insurance required in the state they live in and whether it is sufficient to cover typical auto accident financial losses.  |
| <b>Managing Risk 12-4</b> | Insurance premiums are lower for people who take actions to reduce the likelihood and/or financial cost of losses and for those who buy policies with larger deductibles or copayments.                                       | 12-4a. Research factors that result in lower auto insurance premiums.<br>12-4b. Explain why taking a safe driving course can lower a driver's auto insurance premium.<br>12-4c. Discuss the pros and cons of buying an auto insurance policy with a higher deductible.   |
| <b>Managing Risk 12-5</b> | Health insurance provides coverage for medically necessary health care and may also cover some preventive care. It is sometimes offered as an employee benefit with the employer paying some or all of the premium cost.      | 12-5a. Discuss the advantages of obtaining health insurance coverage through an employer plan versus buying private insurance or being uninsured.<br>12-5b. Compare the cost of health insurance to the potential financial consequences of not having health insurance.<br>12-5c. Estimate the effect on different health insurance deductibles and coinsurance rates on out-of-pocket medical costs. |
| <b>Managing Risk 12-6</b> | Disability insurance replaces income lost when a person is unable to earn their regular income due to injury or illness. In addition to privately purchased policies, some government programs provide disability protection. | 12-6a. Compare disability coverage offered by individual policies, employee benefit plans, Social Security, workers' compensation, and temporary disability programs (in some states).<br>12-6b. Assess the extent of financial risk and need for disability insurance using hypothetical disability scenarios.  |

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| <b>Managing Risk 12-7</b>  | Auto, homeowner's and renter's insurance reimburse policyholders for financial losses to their covered property and the costs of legal liability for their damages to other people or property.                      | <p>12-7a. Explain the primary types of losses covered by auto, homeowner's, and renter's insurance policies.</p> <p>12-7b. Describe situations where someone may be liable for injuries or damages to another person or their property.</p> <p>12-7c. Identify factors that influence the cost of renter's insurance and homeowners' insurance.</p>  |
| <b>Managing Risk 12-8</b>  | Life insurance provides funds for beneficiaries in the event of an insured person's death. Policy proceeds are intended to replace the insured's lost wages and/or to fund their dependents' future financial needs. | <p>12-8a. Explain how a person's death can result in financial losses to others.</p> <p>12-8b. Discuss the benefits and costs of purchasing life insurance on the primary earners in a household.</p>  |
| <b>Managing Risk 12-9</b>  | Unemployment insurance, Medicaid, and Medicare are public insurance programs that protect individuals from economic hardship caused by certain risks.  | <p>12-9a. Discuss how state unemployment programs can help reduce economic hardship caused by job losses during a recession or pandemic.</p> <p>12-9b. Compare the Medicare and Medicaid programs based on who they cover and how they are funded.</p>   |
| <b>Managing Risk 12-10</b> | Insurance fraud is a crime that encompasses illegal actions by the buyer (e.g., falsified claims) or seller (e.g., representing non-existent companies) of an insurance contract.                                    | <p>12-10a. Provide examples of insurance fraud.</p> <p>12-10b. Investigate the legal consequence for individuals who are convicted of insurance fraud.</p>   |
| <b>Managing Risk 12-11</b> | Online transactions and failure to safeguard personal documents can make consumers vulnerable to privacy infringement, identity theft, and fraud.  | <p>12-11a. Provide examples of how online behavior, e-mail and text-message scams, telemarketers, and other methods make consumers vulnerable to privacy infringement, identity theft, and fraud.</p> <p>12-11b. Describe conditions under which individuals should and should not disclose their Social Security numbers, account numbers, or other sensitive information.</p> <p>12-11c. Recommend strategies to reduce the risk of identity theft and financial fraud.</p> <p>12-11d. Explain the steps an identity theft victim should take to limit losses and restore personal security.</p> |
| <b>Managing Risk 12-12</b> | Extended warranties and service contracts are like an insurance policy.  | <p>12-12a. Evaluate the costs and benefits of buying an extended warranty on a specific item (e.g. cellphone, laptop, or vehicle) considering the likelihood of product failure, cost of replacing the item, and price of the warranty.</p> <p>12-12b. Explain how extended warranties or service contracts are similar to and different from insurance.</p>   |

## Resources

| Lessons  | Games/Activities  | Resources   | Maine Resources  |
|--|---|---|--|
| <p>6-12 <a href="#">Money Math</a></p> <p>9-12 <a href="#">Renters and Homeowners Insurance - Article with Q&amp;A</a></p> <p>9-12 <a href="#">The World Is A Risky Place</a></p> <p>9-12 <a href="#">Smooth Sailing Teacher Student</a></p> <p>9-12 <a href="#">Business Ownership</a></p> <p>9-12 <a href="#">Diversification and Risk</a></p> <p>9-12 <a href="#">Katrina Strikes</a></p> <p>9-12 <a href="#">Scam-O-Rama</a></p> <p>9-12 <a href="#">Financial Planning for Catastrophe</a></p> <p>9-12 <a href="#">Insurance Basics</a></p> <p>9-12 <a href="#">Car Insurance</a></p> <p>9-12 <a href="#">Health Insurance</a></p> <p>9-12 <a href="#">Insurance for Consumers</a></p> <p>9-12 <a href="#">COMPARE: Personal Risk Factors</a></p> <p>9-12 <a href="#">PROJECT: Introducing Insurance - You Be the Teacher</a></p> <p>9-12 <a href="#">COMPARE: Types of Car Insurance</a></p> <p>9-12 <a href="#">READ: A Car Insurance Policy</a></p> <p>9-12 <a href="#">COMPARE: Car Insurance Comparison Shopping</a></p> <p>9-12 <a href="#">ROLEPLAY: Completing a Car Insurance Claim</a></p> <p>9-12 <a href="#">DATA CRUNCH: How Does the Cost of Health Insurance Premiums Vary by Age?</a></p> <p>9-12 <a href="#">COMPARE: Types of Health Insurance Plans</a></p> <p>9-12 <a href="#">COMPARE: Select a Health Insurance Plan</a></p> <p>9-12 <a href="#">Insurance Basics</a></p> <p>9-12 <a href="#">Car Insurance</a></p> <p>9-12 <a href="#">Health Insurance</a></p> <p>9-12 <a href="#">Insurance for Consumers</a></p> <p>9-12 <a href="#">Personal Finance</a></p> <p>9-12 <a href="#">Take Charge Today</a> (Need free account)</p> <ul style="list-style-type: none"> <li>• <a href="#">Types of Insurance</a></li> <li>• <a href="#">Major Expenditures: Housing, Transportation, and Food</a></li> <li>• <a href="#">Assessment: Purchasing an Automobile</a></li> <li>• <a href="#">Assessment: Finding an Apartment</a></li> <li>• <a href="#">Life In...Family Finance Simulation</a></li> </ul> <p>10 - <a href="#">Risk Activities - Math</a></p> | <p>9-12 <a href="#">EverFi's Free Online Course - Financial Literacy</a></p> <p>9-12 <a href="#">The Payoff</a></p> <p>9-12 <a href="#">Financial Fitness Fairs</a></p> <p>9-12 <a href="#">NGPF Classroom Activities</a></p> <p>9-12 <a href="#">COMPARE: Personal Risk Factors</a></p> <p>9-12 <a href="#">PROJECT: Introducing Insurance - You Be the Teacher</a></p> <p>9-12 <a href="#">COMPARE: Types of Car Insurance</a></p> <p>9-12 <a href="#">READ: A Car Insurance Policy</a></p> <p>9-12 <a href="#">COMPARE: Car Insurance Comparison Shopping</a></p> <p>9-12 <a href="#">ROLEPLAY: Completing a Car Insurance Claim</a></p> <p>9-12 <a href="#">DATA CRUNCH: How Does the Cost of Health Insurance Premiums Vary by Age?</a></p> <p>9-12 <a href="#">COMPARE: Types of Health Insurance Plans</a></p> <p>9-12 <a href="#">COMPARE: Select a Health Insurance Plan</a></p> | <p>9-12 <a href="#">Consumer Jungle</a></p> <p>9-12 <a href="#">Wealth Care Kit - Insurance Videos</a></p> <p>9-12 <a href="#">NGPF Units</a></p> | <p><a href="#">JA Personal Finance</a></p> <p><a href="#">Bangor Savings Bank</a></p> <p><a href="#">Central Maine Credit Union</a></p> <p><a href="#">Finance Authority of Maine (FAME)</a></p> <p><a href="#">JMG's High School Program</a></p> <p><a href="#">Machias Savings Bank</a></p> <p><a href="#">Maine Credit Union League</a></p> <p><a href="#">Maine Department of Education</a></p> <p><a href="#">ME Jump\$tart for Personal Financial Literacy</a></p> |