

New York State Education Department

Personal Finance Education

Embedded Instruction Tool

Purpose of this Tool:

This tool is intended to support public schools in planning how to embed Personal Finance Education instruction into required courses. The information recorded in this tool is intended to support ongoing planning and may be revisited, refined, or expanded as implementation progresses, and additional guidance and resources become available.

How to Use this Tool:

This tool is organized first by **grade band**—K-4, 5-8, and 9-12 to support local planning for embedded instruction. Users should begin by selecting the grade band for which they wish to plan how personal finance education will be embedded into required courses. Planning may be completed by individual educators, collaborative, or leadership teams, depending on local structures and needs.

At the beginning of each grade band section, prompts are provided to support district- and school-level planning related to:

- **Professional learning**, including identifying the training, supports, and delivery structures educators and leaders need to provide high-quality personal finance instruction; and
- **Alignment with statewide frameworks**, including the New York State Portrait of a Graduate, the Social and Emotional Learning (SEL) Benchmarks, and Culturally Responsive–Sustaining Education (CRSE), to ensure instruction supports students in developing a strong sense of agency, engaging in responsible decision-making, and affirming their identities, lived experiences, and communities.

Within each grade band, instructional planning tables are organized across five topic areas 1) Budgeting and Money Management, 2) Credit and Debt Management, 3) Earning Income, 4) Risk Management, and 5) Saving and Investing. The Personal Finance Learning Objectives are organized across these same topic areas. Users may complete each of the five topic area tables within the selected grade band to support planning for embedded instruction.

For each grade band and topic area, the tool includes a planning table that lists the relevant learning objectives in the left-hand column, along with three additional columns designed to support instructional decision-making:

- the required subject area or course in which the learning objective will be embedded;
- the instructional design, including units, lessons, and/or instructional days during which the learning objective will be addressed; and
- the instructional resources, such as curricula and curricular materials, that will support embedded instruction.

Entries may range from brief notes to more detailed descriptions and links to resources, based on local planning needs and resources. The level of detail may be adjusted over time as embedded instruction is implemented and refined.

Links to Sections within this Tool:

Grades K-4 Planning

- 1) [Budgeting and Money Management](#)
- 2) [Credit and Debt Management](#)
- 3) [Earning Income](#)
- 4) [Risk Management](#)
- 5) [Saving and Investing](#)

Grades 5-8 Planning

- 1) [Budgeting and Money Management](#)
- 2) [Credit and Debt Management](#)
- 3) [Earning Income](#)
- 4) [Risk Management](#)
- 5) [Saving and Investing](#)

Grades 9-12 Planning

- 1) [Budgeting and Money Management](#)
- 2) [Credit and Debt Management](#)
- 3) [Earning Income](#)
- 4) [Risk Management](#)
- 5) [Saving and Investing](#)

Grades K-4 Planning Tables

In Grades K-4, identify how you will approach the following:

Professional Learning

What professional learning do K-4 teachers and leaders need to provide effective personal finance instruction? How and when will this be delivered (training topics, delivery formats, ongoing supports)?

Alignment with NYSED Frameworks

How can instruction be designed to align with the [Portrait of a Graduate](#) , support [Culturally Responsive-Sustaining Education \(CRSE\)](#), and reinforce the [Social and Emotional Learning \(SEL\) benchmarks](#)?

Grades K-4 Planning Tables

Topic 1: Budgeting and Money Management - The understanding of how to allocate one's financial resources to meet life goals.			
Learning Objective <i>By the end of 4th grade, students should be able to:</i>	Required Subject/Course (in which objective will be embedded)	Instructional Design	Instructional Resources
1.1 Explain what money is used for and identify common forms of money, including coins and bills.			
1.2. Demonstrate basic skills such as counting money and making change.			
1.3. Differentiate between needs and wants and explain how factors such as price, peer influence, and advertisements can influence purchasing decisions.			

Grades K-4 Planning Tables

Topic 2: Credit and Debt Management - The understanding of the role of credit in personal finance and how to avoid potential pitfalls of debt.			
Learning Objective <i>By the end of 4th grade, students should be able to:</i>	Required Subject/Course (in which objective will be embedded)	Instructional Design	Instructional Resources
2.1 Describe the difference between borrowing and lending.			
2.2 Explain why a person who borrows money or an item is expected to return it in full, sometimes with an additional amount or condition.			
2.3 Provide reasons why a person might lend something to one individual rather than to another, such as trust or responsibility.			

Grades K-4 Planning Tables

Topic 3: Earning Income - The understanding of how income is earned and how taxes impact the money that is taken home.			
Learning Objective <i>By the end of 4th grade, students should be able to:</i>	Required Subject/Course (in which objective will be embedded)	Instructional Design	Instructional Resources
3.1 Describe how knowledge, skills, and experience can influence the kinds of jobs people do.			
3.2 Explain how people earn money by working and providing goods or services.			
3.3 Estimate how much income could be earned from an activity or business operated by young people (e.g., babysitting, lawn service, lemonade stand).			

Grades K-4 Planning Tables

Topic 4: Risk Management - The understanding that risks are a part of life and strategies to manage that risk, including insurance policies.			
Learning Objective <i>By the end of 4th grade, students should be able to:</i>	Required Subject/Course (in which objective will be embedded)	Instructional Design	Instructional Resources
4.1 Provide examples of risks that people face and that could result in financial costs (e.g., illness, injury, accidental damage, job loss, theft).			
4.2 Recommend ways to reduce or prepare for risks (e.g., planning ahead, setting money aside for emergencies, or taking safety precautions).			

Grades K-4 Planning Tables

Topic 5: Saving and Investing - The understanding of the role of putting money aside to plan for longer-term expenditures.			
Learning Objective <i>By the end of 4th grade, students should be able to:</i>	Required Subject/Course (in which objective will be embedded)	Instructional Design	Instructional Resources
5.1 Describe saving as setting money aside for future needs or goals.			
5.2 Describe investing as using money in ways that allow it to grow over time.			
5.3 Develop a short-term goal and develop a hypothetical savings plan to reach that goal within a defined time frame.			

Grades 5-8 Planning Tables

In Grades 5-8, identify how you will approach the following:

Professional Learning

What professional learning do 5-8 teachers and leaders need to provide effective personal finance instruction? How and when will this be delivered (training topics, delivery formats, ongoing supports)?

Alignment with NYSED Frameworks

How can instruction be designed to align with the [Portrait of a Graduate](#) , support [Culturally Responsive-Sustaining Education](#) (CRSE), and reinforce the [Social and Emotional Learning \(SEL\) benchmarks](#)?

Grades 5-8 Planning Tables

Topic 1: Budgeting and Money Management - The understanding of how to allocate one's financial resources to meet life goals.			
Learning Objective <i>By the end of 8th grade, students should be able to:</i>	Required Subject/Course (in which objective will be embedded)	Instructional Design	Instructional Resources
1.1 Distinguish between financial needs, wants, values, and goals, and explain how each influences spending and savings decisions in real-world situations.			
1.2 Analyze why people with similar incomes may experience different financial outcomes, considering factors such as priorities, obligations, unexpected expenses, access to resources, and decision-making.			
1.3 Create a budget for a hypothetical income that includes planned expenses and savings.			
1.4 Evaluate information about goods and services by assessing the credibility, accuracy, and potential biases of different sources, including advertisements and online content.			
1.5 Explain how external influences such as peers, advertising, technology, and economic conditions can shape consumer choices and finances.			

Grades 5-8 Planning Tables

Topic 1: Budgeting and Money Management - The understanding of how to allocate one's financial resources to meet life goals.			
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1.6 Compare common payment methods—including cash, check, credit cards, and digital payment apps—by summarizing their advantages, disadvantages, risks, and consumer protections.			
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Topic 2: Credit and Debt Management - The understanding of the role of credit in personal finance and how to avoid potential pitfalls of debt.			
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Learning Objective <i>By the end of 8th grade, students should be able to:</i>	Required Subject/Course (in which objective will be embedded)	Instructional Design	Instructional Resources
2.1 Examine factors that influence the decision to use credit, including needs versus wants, simple interest, fees, repayment terms, and personal and legal responsibilities of using credit.			
2.2 Explain the costs and benefits of using credit to finance different types of purchases, and describe situations in which using credit may be helpful or harmful.			
2.3 Explain strategies credit card users can use to minimize simple interest charges, such as paying balances in full, paying on time, and understanding billing cycles.			

Grades 5-8 Planning Tables

Topic 2: Credit and Debt Management - The understanding of the role of credit in personal finance and how to avoid potential pitfalls of debt.

2.4 Describe how missed or late payments affect credit agreements, including changes to low introductory interest rates, fees, and long-term costs.			
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Grades 5-8 Planning Tables

Topic 3: Earning Income - The understanding of how income is earned and how taxes impact the money that is taken home.			
Learning Objective <i>By the end of 8th grade, students should be able to:</i>	Required Subject/Course (in which objective will be embedded)	Instructional Design	Instructional Resources
3.1 Compare the education, training, and skills required for multiple careers, and explain how these factors influence earning potential.			
3.2 Analyze the difference between gross income and net income, including the impact of taxes and common payroll deductions, such as Social Security and Medicare.			
3.3 Explain how taxes reduce take-home pay and describe the purposes of taxes, including funding public services such as schools, libraries, roads, emergency services, and community programs.			

Grades 5-8 Planning Tables

Topic 4: Risk Management - The understanding that risks are a part of life and strategies to manage that risk, including insurance policies.			
Learning Objective <i>By the end of 8th grade, students should be able to:</i>	Required Subject/Course (in which objective will be embedded)	Instructional Design	Instructional Resources
4.1 Explain how advance planning and insurance can reduce the financial impact of unexpected events, such as damage to personal property, illness, or injury.			
4.2 Describe the purpose of insurance and how insurance works, including the concepts of premiums, coverage, and shared risk (e.g., higher premiums for auto insurance for drivers with a bad accident record and flood insurance for houses on the coastline).			
4.3 Analyze the costs and benefits of purchasing an extended warranty on a specific item (e.g., cellphone, laptop, or vehicle).			
4.4 Identify common methods used by identity thieves to obtain personal information, such as phishing or fake websites, and recommend actions individuals can take to protect personal and financial information (e.g., safe online behavior, strong passwords, and careful sharing of personal information).			

Grades 5-8 Planning Tables

Topic 5: Saving and Investing - The understanding of the role of putting money aside to plan for longer-term expenditures.			
Learning Objective <i>By the end of 8th grade, students should be able to:</i>	Required Subject/Course (in which objective will be embedded)	Instructional Design	Instructional Resources
5.1 Identify common reasons that people save money—such as for making a large purchase, preparing for emergencies, or reaching personal goals—and create a simple savings plan to reach a short-term goal within one year.			
5.2 Define and differentiate between investment principal and interest, and then explain how interest allows savings or investments to grow over time.			
5.3 Compare savings account interest rates across multiple institutions and demonstrate how a higher interest rate will help a person reach their savings goal sooner.			
5.4 Describe the potential benefits and risks of different types of investment assets, such as stocks, mutual funds, real estate, and cryptocurrency.			

Grades 5-8 Planning Tables

Topic 5: Saving and Investing - The understanding of the role of putting money aside to plan for longer-term expenditures.			
5.5 Explain why starting to save or invest earlier can lead to greater returns over time.			
5.6 Explain how diversification helps reduce investment risk by spreading money across different types of assets, rather than relying on one single investment.			

Grades 9-12 Planning Tables

In Grades 9-12, identify how you will approach the following:

Professional Learning

What professional learning do 9-12 teachers and leaders need to provide effective personal finance instruction? How and when will this be delivered (training topics, delivery formats, ongoing supports)?

Teachers need to prepare for effective personal finance instruction through attending conceptually focused and organized professional development.

Neither student instruction, nor teacher training, should be conceived of or delivered as a laundry list of facts that need to be memorized and internalized. Rather, instruction should be conceptually focused around four main concepts: Wealth, Time, Risk, and Value.

All teachers delivering such instructions can easily achieve this by completing the *FiCycle Teacher Training*.

(Note: Training & Full Set of Digital Materials are free. <https://ficycle.org/access-ficycle-math/>. Email info@ficycle.org for more info.)

Alignment with NYSED Frameworks

How can instruction be designed to align with the [Portrait of a Graduate](#), support [Culturally Responsive-Sustaining Education](#) (CRSE), and reinforce the [Social and Emotional Learning \(SEL\) benchmarks](#)?

To truly be a *Global Citizen* and considered *Academically Prepared* for the challenges of university, life and the workplace, all students must be able to successfully navigate their financial lives. To navigate the various financial challenges and decisions they must make in life, they must be *Critical thinkers, Reflective and Future Focused*. By using this framework to deliver instruction in the context of mathematics, we equip them with a conceptually understanding and enable them to not only navigate but *Creatively Innovate* within the space, and *Effectively Communicate* their decision-making process, their essential understandings and potentially, their innovations. Math is the tool we must use to make these wise decisions in the context of finance.

Students come into the classroom with different backgrounds and may respond differently to the materials. Equitable education should be designed to be responsive to these different backgrounds, so all students have an equal opportunity to learn and be engaged. These considerations are particularly important when it comes to financial education, where issues of equity are particularly salient. We see this as a part of an ongoing conversation and welcome any comments or questions readers have. To be prepared to deal with all the various social, emotional, and cultural issues (See above links to CRSE and SEL) that will arise in a real-world focused course of study in financial

Grades 9-12 Planning Tables

education all involved educators should consult FiCycle’s Equity Standards for Personal Finance Education. (<https://ficycle.org/ficycle-equity-standards/>). The FiCycle Equity Standards for Personal Finance Education provides a discussion of key issues that arise when developing an equitable curriculum or set of standards in personal finance, as well as specific issues to address. Standards and curricula must be developed with equity in mind.

Topic 1: Budgeting and Money Management - The understanding of how to allocate one’s financial resources to meet life goals.			
Learning Objective <i>By the end of 12th grade, students should be able to:</i>	Required Subject/Course (in which objective will be embedded)	Instructional Design	Instructional Resources
1.1 Develop and manage a budget that allocates income to necessary spending, desired spending, and saving, including consideration of fixed and variable expenses, using appropriate tools or systems to track financial activity.	FiCycle Math (or Algebra II with Financial Applications)	Discovery-Based, student-centered model using guided inquiry.	<ul style="list-style-type: none"> • Unit 1 Topic 6: Budgeting • Unit 1 Topic 6 Supplemental Materials: Budgeting Basics
1.2 Evaluate consumer purchasing decisions by analyzing factors such as cost, features, personal benefit, environmental or social impact, and the influence of marketing and advertising, including social media.	FiCycle Math (or Algebra II with Financial Applications)	Discovery-Based, student-centered model using guided inquiry.	<ul style="list-style-type: none"> • Unit 1 Topic 6: Budgeting • Unit 1 Topic 6 Supplemental Materials: Budgeting Basics
1.3 Compare housing options, including renting and buying, by analyzing short- and long-term costs, benefits, and responsibilities, and explain key rental agreement terms such as lease term, security deposit, grace period, and eviction.	FiCycle Math (or Algebra II with Financial Applications)	Discovery-Based, student-centered model using guided inquiry.	<ul style="list-style-type: none"> • Unit 3 Topic 4: Mortgages • Unit 3 Topic 4 Supplemental Materials: Renting

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Topic 1: Budgeting and Money Management - The understanding of how to allocate one's financial resources to meet life goals.			
1.4 Assess charitable giving decisions by explaining benefits, considerations, and strategies for evaluating organizations when donating money, goods, or time.	FiCycle Math (or Algebra II with Financial Applications)	Discovery-Based, student-centered model using guided inquiry.	• Unit 1 Topic 7: Taxes

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Topic 2: Credit and Debt Management - The understanding of the role of credit in personal finance and how to avoid potential pitfalls of debt.			
Learning Objective <i>By the end of 12th grade, students should be able to:</i>	Required Subject/Course (in which objective will be embedded)	Instructional Design	Instructional Resources
2.1 Compare examples of "good debt" and "bad debt", and explain how changes in interest rates, repayment behavior, or financial circumstances can cause "good debt" to become harmful.	FiCycle Math (or Algebra II with Financial Applications)	Discovery-Based, student-centered model using guided inquiry.	<ul style="list-style-type: none"> • Unit 1 Topic 1: Understanding Wealth • Unit 2 Topic 6: Earning interest in the Financial Life Cycle • Unit 3 Topic 7: Interest Rates and Inflation
2.2 Evaluate credit card options by analyzing interest rates (called Annual Percentage Rate), fees, billing cycles, rewards, and terms, and explain strategies for avoiding fees, penalties, and interest rate increases.	FiCycle Math (or Algebra II with Financial Applications)	Discovery-Based, student-centered model using guided inquiry.	<ul style="list-style-type: none"> • Unit 2 Topic 6: Earning interest in the Financial Life Cycle
2.3 Distinguish between unsecured versus secured loans, including the role of collateral, and explain the financial and legal consequences of failing to meet repayment obligations for each.	FiCycle Math (or Algebra II with Financial Applications)	Discovery-Based, student-centered model using guided inquiry.	<ul style="list-style-type: none"> • Unit 3 Topic 4: Mortgages • Unit 3 Project 1: Sara Buying a Car
2.4 Compare different sources of funding for postsecondary education, including the differences between federal and private student loans, by examining application processes, interest rates, repayment rules, and total repayment costs over time.	FiCycle Math (or Algebra II with Financial Applications)	Discovery-Based, student-centered model using guided inquiry.	<ul style="list-style-type: none"> • Unit 3 Topic 3: Annuities • Unit 3 Topic 3 Supplemental Materials: Paying for College

Grades 9-12 Planning Tables

Topic 2: Credit and Debt Management - The understanding of the role of credit in personal finance and how to avoid potential pitfalls of debt.			
2.5 Identify and describe sources of financial aid for postsecondary education—such as grants, scholarships, work-study, and the New York State Tuition Assistance Program (TAP)—as well as reasons to complete the Free Application for Federal Student Aid (FAFSA).	FiCycle Math (or Algebra II with Financial Applications)	Discovery-Based, student-centered model using guided inquiry.	<ul style="list-style-type: none"> • Unit 3 Topic 3: Annuities • Unit 3 Topic 3 Supplemental Materials: Paying for College • State Specific Materials: NY State
2.6 Explain the purpose and use of credit reports, including factors that influence a credit score, strategies for building and improving credit, how reports are used by lenders and other parties, and how a person can obtain a free credit report.	FiCycle Math (or Algebra II with Financial Applications)	Discovery-Based, student-centered model using guided inquiry.	<ul style="list-style-type: none"> • Unit 2 Topic 7: Credit Scores
2.7 Analyze the short- and long-term consequences of failing to repay debt, including impacts on credit, employment, housing, and overall financial well-being, and identify strategies and sources of assistance for managing or resolving debt.	FiCycle Math (or Algebra II with Financial Applications)	Discovery-Based, student-centered model using guided inquiry.	<ul style="list-style-type: none"> • Unit 2 Topic 6: Earning interest in the Financial Life Cycle • Unit 2 Topic 7: Credit Scores
2.8 Assess the costs, risks, and characteristics of alternative financial services, such as payday loans and check-cashing services, and compare them to traditional banking and credit options.	FiCycle Math (or Algebra II with Financial Applications)	Discovery-Based, student-centered model using guided inquiry.	<ul style="list-style-type: none"> • Unit 2 Topic 6: Earning interest in the Financial Life Cycle

Grades 9-12 Planning Tables

Topic 3: Earning Income - The understanding of how income is earned and how taxes impact the money that is taken home.			
Learning Objective <i>By the end of 12th grade, students should be able to:</i>	Required Subject/Course (in which objective will be embedded)	Instructional Design	Instructional Resources
3.1 Identify and compare common types of employee benefits such as health insurance, retirement plans, and paid leave, and explain why benefits should be evaluated alongside wages and salaries when choosing between job opportunities.	FiCycle Math (or Algebra II with Financial Applications)	Discovery-Based, student-centered model using guided inquiry.	<ul style="list-style-type: none"> • Unit 1 Topic 1: Understanding Wealth • Unit 1 Topic 3: Income Statements
3.2 Evaluate the tradeoffs between income and non-income factors—including job stability, work-life balance, working conditions, and career advancement opportunities—when making career or employment choices.	FiCycle Math (or Algebra II with Financial Applications)	Discovery-Based, student-centered model using guided inquiry.	<ul style="list-style-type: none"> • Unit 1 Topic 3: Income Statements • Unit 1 Topic 3 Supplemental Materials: Income and the Labor Market
3.3 Compare earnings and unemployment rates across a variety of careers and levels of education and training, and explain how education, credentials, and skill development influence earning potential and employment prospects.	FiCycle Math (or Algebra II with Financial Applications)	Discovery-Based, student-centered model using guided inquiry.	<ul style="list-style-type: none"> • Unit 1 Topic 3: Income Statements • Unit 1 Topic 3 Supplemental Materials: Income and the Labor Market
3.4 Explain how economic and labor market conditions such as inflation, recession, technological change, and regional workforce demand can affect income, career opportunities, and employment status.	FiCycle Math (or Algebra II with Financial Applications)	Discovery-Based, student-centered model using guided inquiry.	<ul style="list-style-type: none"> • Unit 1 Topic 3: Income Statements • Unit 1 Topic 3 Supplemental Materials: Income and the Labor Market

Grades 9-12 Planning Tables

Topic 3: Earning Income - The understanding of how income is earned and how taxes impact the money that is taken home.			
3.5 Evaluate the benefits and drawbacks of “gig” employment and small-business ownership.	FiCycle Math (or Algebra II with Financial Applications)	Discovery-Based, student-centered model using guided inquiry.	<ul style="list-style-type: none"> • Unit 1 Topic 3: Income Statements • Unit 1 Topic 3 Supplemental Materials: Income and the Labor Market
3.6 Complete a tax return form, such as the IRS Form 1040, using a hypothetical employer-provided Form W-2 to report wages.	FiCycle Math (or Algebra II with Financial Applications)	Discovery-Based, student-centered model using guided inquiry.	<ul style="list-style-type: none"> • Unit 1 Topic 7: Taxes
3.7 Describe common taxes and payroll deductions shown on a pay stub, such as federal and state income taxes, Social Security, and Medicare.	FiCycle Math (or Algebra II with Financial Applications)	Discovery-Based, student-centered model using guided inquiry.	<ul style="list-style-type: none"> • Unit 1 Topic 7: Taxes

Grades 9-12 Planning Tables

Topic 4: Risk Management - The understanding that risks are a part of life and strategies to manage that risk, including insurance policies.			
Learning Objective <i>By the end of 12th grade, students should be able to:</i>	Required Subject/Course (in which objective will be embedded)	Instructional Design	Instructional Resources
4.1 Explain benefits, costs, and purposes of different types of insurance—such as automotive, health, life, disability, home, renters—and explore appropriate coverage for individuals with varying characteristics, needs, and types of property.	FiCycle Math (or Algebra II with Financial Applications)	Discovery-Based, student-centered model using guided inquiry.	<ul style="list-style-type: none"> • Unit 4 Topic 1: Introduction to Insurance
4.2 Describe the minimum auto liability insurance required in New York State and evaluate whether these requirements are sufficient to cover typical financial losses resulting from an automobile accident.	FiCycle Math (or Algebra II with Financial Applications)	Discovery-Based, student-centered model using guided inquiry.	<ul style="list-style-type: none"> • Unit 4 Topic 1: Introduction to Insurance • State Specific Materials: NY State
4.3 Explore options for securing health insurance (e.g., employer-sponsored, private individual, Health Insurance Marketplace, Medicare, Medicaid, Military Health Care), and analyze how premiums, deductibles, copayments, and coinsurance affect overall cost. Describe the legal and financial consequences associated with insurance fraud.	FiCycle Math (or Algebra II with Financial Applications)	Discovery-Based, student-centered model using guided inquiry.	<ul style="list-style-type: none"> • Unit 4 Topic 1: Introduction to Insurance • Unit 5 Topic 2: The Efficient Market Hypothesis • Unit 5 Topic 2 Supplemental Materials: Exploitative Products

Grades 9-12 Planning Tables

Topic 4: Risk Management - The understanding that risks are a part of life and strategies to manage that risk, including insurance policies.			
4.4 Evaluate how online behavior, e-mail and text-message scams, telemarketers, and other methods can increase consumer vulnerability to privacy violations, identity theft, and financial fraud.	FiCycle Math (or Algebra II with Financial Applications)	Discovery-Based, student-centered model using guided inquiry.	Unit 5 Topic 2: The Efficient Market Hypothesis Unit 5 Topic 2 Supplemental Materials: Exploitative Products
4.5 Discuss strategies to reduce the risk of identity theft and financial fraud, as well as steps to take if identity theft or financial fraud occurs.	FiCycle Math (or Algebra II with Financial Applications)	Discovery-Based, student-centered model using guided inquiry.	Unit 5 Topic 2 Supplemental Materials: Exploitative Products

Topic 5: Saving and Investing - The understanding of the role of putting money aside to plan for longer-term expenditures.			
Learning Objective <i>By the end of 12th grade, students should be able to:</i>	Required Subject/Course (in which objective will be embedded)	Instructional Design	Instructional Resources
5.1 Differentiate between saving and investing and then explain how each supports short- and long-term financial goals.	FiCycle Math (or Algebra II with Financial Applications)	Discovery-Based, student-centered model using guided inquiry.	<ul style="list-style-type: none"> • Unit 2 Topic 1: Intro to Earning Interest • Unit 2 Topic 6: Earning Interest in the Financial Life Cycle
5.2 Identify strategies to achieve saving goals, including managing social, emotional, and behavioral obstacles that may influence spending and saving decisions.	FiCycle Math (or Algebra II with Financial Applications)	Discovery-Based, student-centered model using guided inquiry.	<ul style="list-style-type: none"> • Unit 1: Topic 6 Budgeting • Unit 2 Topic 6: Earning Interest in the Financial Life Cycle

Grades 9-12 Planning Tables

Topic 5: Saving and Investing - The understanding of the role of putting money aside to plan for longer-term expenditures.			
5.3 Compare the features, interest rates, and fees of common financial accounts, such as regular savings, high-yield savings, checking, money market, and mobile-only accounts, and choose a preferred account based on individual needs, preference, interest rates, and fees.	FiCycle Math (or Algebra II with Financial Applications)	Discovery-Based, student-centered model using guided inquiry.	<ul style="list-style-type: none"> • Unit 2 Topic 6: Earning Interest in the Financial Life Cycle
5.4 Explain how to open and manage a bank account, including setting up direct deposit, and using digital financial tools, such as budgeting and payment apps.	FiCycle Math (or Algebra II with Financial Applications)	Discovery-Based, student-centered model using guided inquiry.	<ul style="list-style-type: none"> • Unit 1 Topic 2: T-Accounts • Unit 1 Topic 5: Sources and Uses • Unit 2 Topic 6: Earning Interest in the Financial Life Cycle
5.5 Evaluate the impact of time on investing, including how investing earlier in life contributes to wealth accumulation, compared with investing later in life.	FiCycle Math (or Algebra II with Financial Applications)	Discovery-Based, student-centered model using guided inquiry.	<ul style="list-style-type: none"> • Unit 2 Topic 3: Compound Interest • Unit 2 Topic 6: Earning Interest in the Financial Life Cycle
5.6 Compare the features of tax-advantage investment accounts, such as education savings accounts, 529 plans, traditional and Roth IRAs (Individual Retirement Accounts), 401(k)s, pensions, and health savings accounts.	FiCycle Math (or Algebra II with Financial Applications)	Discovery-Based, student-centered model using guided inquiry.	<ul style="list-style-type: none"> • Unit 1 Topic 7: Taxes • Unit 3 Topic 6: Retirement • Unit 3 Topic 6 Extension: Mathematics of Tax-Advantaged Retirement Savings
5.7 Compare common investment options—including stocks, bonds, index funds, mutual funds, cryptocurrency,	FiCycle Math (or Algebra II with Financial Applications)	Discovery-Based, student-centered model using guided inquiry.	<ul style="list-style-type: none"> • Unit 5 Topic 1: Introduction to Stocks

Grades 9-12 Planning Tables

Topic 5: Saving and Investing - The understanding of the role of putting money aside to plan for longer-term expenditures.			
and real estate—analyzing potential risks, returns, liquidity, and volatility.			<ul style="list-style-type: none"> • Unit 5 Topic 1 Supplemental Materials: What is Money? (link in workbook)
5.8 Apply decision-making strategies to set personal investment goals based on timeline, income, risk tolerance, and the principles of diversification to help manage risk and optimize potential returns.	FiCycle Math (or Algebra II with Financial Applications)	Discovery-Based, student-centered model using guided inquiry.	<ul style="list-style-type: none"> • Unit 5 Topic 4: Risk and Portfolios • Unit 5 Topic 7: Risk and Time
5.9 Describe consumer rights and legal remedies for financial disputes, including the roles of the Bureau of Consumer Protection and Small Claims Court.	FiCycle Math (or Algebra II with Financial Applications)	Discovery-Based, student-centered model using guided inquiry.	<ul style="list-style-type: none"> • Unit 5 Topic 2 Supplemental Materials: Exploitative Products

The development of this resource was supported by Policy Studies Associates and benefited from the input of experts in financial education, public school educators and leaders, and advocates in New York State.