

Personal Finance – 2.5 credit

Course Description

Personal Finance is a course designed to inform students how individual choices directly influence occupational goals and future earnings potential. Real world topics covered will include income, money management, spending and credit, as well financial services and investing. Students will design personal and household budgets; simulate use of checking and saving accounts; demonstrate knowledge of finance, debt, and credit management; and evaluate and understand insurance and taxes. This course will provide a foundational understanding for making informed personal financial decisions. Students will gain first-hand knowledge about how their personal finances impact their ability to become entrepreneurs. Topics including franchising, forms of business ownership, and emerging careers will be infused throughout the curriculum.

Personal Finance – 2.5 credit

Pacing Guide		
Unit	Topic	Suggested Timing
Unit 1	Earning Power	approx. 5 weeks
Unit 2	Spending Money	approx. 7 weeks
Unit 3	Investing and Financial Services	approx. 13 weeks
Unit 4	Borrowing Money and Insurance	approx. 10 weeks

Educational Technology Standards

8.1.12.A.1, 8.1.12.B.2, 8.1.12.C.1, 8.1.12.D.1, 8.1.12.E.1, 8.1.12.F.1

- **Technology Operations and Concepts**
 - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
- **Creativity and Innovation**
 - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.
- **Communication and Collaboration**
 - Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
- **Digital Citizenship**
 - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
- **Research and Information Literacy**
 - Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.
- **Critical Thinking, Problem Solving, Decision Making**
 - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

CRP1. Act as a responsible and contributing citizen and employee

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2. Apply appropriate academic and technical skills.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP3. Attend to personal health and financial well-being.

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP4. Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP12. Work productively in teams while using cultural global competence.

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Differentiated Instruction

Strategies to Accommodate Students Based on Individual Needs

<u>Time/General</u>	<u>Processing</u>	<u>Comprehension</u>	<u>Recall</u>
<ul style="list-style-type: none"> • Extra time for assigned tasks • Adjust length of assignment • Timeline with due dates for reports and projects • Communication system between home and school • Provide lecture notes/outline 	<ul style="list-style-type: none"> • Extra Response time • Have students verbalize steps • Repeat, clarify or reword directions • Mini-breaks between tasks • Provide a warning for transitions • Reading partners 	<ul style="list-style-type: none"> • Precise step-by-step directions • Short manageable tasks • Brief and concrete directions • Provide immediate feedback • Small group instruction • Emphasize multi-sensory learning 	<ul style="list-style-type: none"> • Teacher-made checklist • Use visual graphic organizers • Reference resources to promote independence • Visual and verbal reminders • Graphic organizers
<u>Assistive Technology</u>	<u>Tests/Quizzes/Grading</u>	<u>Behavior/Attention</u>	<u>Organization</u>
<ul style="list-style-type: none"> • Computer/whiteboard • Tape recorder • Spell-checker • Audio-taped books 	<ul style="list-style-type: none"> • Extended time • Study guides • Shortened tests • Read directions aloud 	<ul style="list-style-type: none"> • Consistent daily structured routine • Simple and clear classroom rules • Frequent feedback 	<ul style="list-style-type: none"> • Individual daily planner • Display a written agenda • Note-taking assistance • Color code materials

Enrichment

Strategies Used to Accommodate Based on Students Individual Needs:

- Adaption of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships

Assessments

Suggested Formative/Summative Classroom Assessments

- Timelines, Maps, Charts, Graphic Organizers
- Teacher-created Unit Assessments, Chapter Assessments, Quizzes
- Teacher-created DBQs, Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Tumblr to create a Blog

Interdisciplinary Connections

English Language Arts

- Journal writing
- Close reading of industry-related content
- Create a brochure for a specific industry
- Keep a running word wall of industry vocabulary

Social Studies

- Research the history of a given industry/profession
- Research prominent historical individuals in a given industry/profession
- Use historical references to solve problems

World Language

- Translate industry-content
- Create a translated index of industry vocabulary
- Generate a translated list of words and phrases related to workplace safety

Math

- Research industry salaries for a geographic area and juxtapose against local cost of living
- Go on a geometry scavenger hunt
- Track and track various data, such as industry's impact on the GDP, career opportunities or among of individuals currently occupying careers

Fine & Performing Arts

- Create a poster recruiting young people to focus their studies on a specific career or industry
- Design a flag or logo to represent a given career field

Science

- Research the environmental impact of a given career or industry
- Research latest developments in industry technology
- Investigate applicable-careers in STEM fields

New Jersey Core Curriculum Content Standards

9.1 – Personal Financial Literacy

9.1.12.A.1 Differentiate among the types of taxes and employee benefits.

9.1.12.A.2 Differentiate between taxable and nontaxable income.

9.1.12.A.3 Analyze the relationship between various careers and personal earning goals.

9.1.12.A.4 Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.

9.1.12.A.5 Analyze how the economic, social, and political conditions of a time period can affect the labor market.

9.1.12.A.6 Summarize the financial risks and benefits of entrepreneurship as a career choice.

9.1.12.A.7 Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.

9.1.12.A.10 Demonstrate how exemptions and deductions can reduce taxable income.

9.1.12.A.11 Explain the relationship between government programs and services and taxation.

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

9.1.12.A.13 Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.

9.1.12.B.7 Explain the meaning of income tax, describe how it is calculated, and analyze its impact on one's personal budget. •

9.1.12.C.7 Analyze the rights and responsibilities of buyers and sellers under consumer protection laws.

9.1.12.D.14 Evaluate how taxes affect the rate of return on savings and investments.

9.1.12.F.5 Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.

9.1.12.F.6 Explain the concept and forms of taxation and justify the use of taxation to fund public activities and initiatives.

9.2 – Career Awareness, Exploration, and Preparation

9.2.12.C.1 Review career goals and determine steps necessary for attainment.

9.2.12.C.2 Modify Personalized Student Learning Plans to support declared career goals.

9.2.12.C.3 Identify transferable career skills and design alternate career plans.

9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.

9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.

9.2.12.C.6 Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.

9.2.12.C.7 Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.

9.2.12.C.8 Assess the impact of litigation and court decisions on employment laws and practices.

9.2.12.C.9 Analyze the correlation between personal and financial behavior and employability.

Common Career Technical Core (CCTC)

BUSINESS MANAGEMENT AND ADMINISTRATION CAREER CLUSTER

GENERAL MANAGEMENT (BM MGT)

BM MGT.5 Plan, monitor, manage and maintain the use of financial resources to ensure a business's financial wellbeing.

BM MGT.8 Create strategic plans used to manage business growth, profit and goals.

BUSINESS MANAGEMENT AND ADMINISTRATION (BM)

BM.1 Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision making in business.

BM.3 Explore, develop and apply strategies for ensuring a successful business career.

HUMAN RESOURCES MANAGEMENT (BM HR)

BM HR.7,

Common Core State Standards (CCSS)

CCSS – Mathematics

CC.9-12.A.REI.1: Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

CC.9-12.A.SSE.1: Interpret expressions that represent a quantity in terms of its context.

CC.9-12.F.1F.4: For a function that models a relationship between two quantities, interpret key features of the graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts, intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.

CC.9-12.F.IF.5: Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.

CC.9-12.F.LE.1b: Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.

CC.9-12.F.IF.6: Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.

Course: Personal Finance Unit: I Grade Level: 9-12	Unit Overview: In this unit students will explore their career goals and earning potential through an examination of their interests and goals.
New Jersey Student Learning Standards (NJSLS): 9.1.12.A.1, 9.1.12.A.2, 9.1.12.A.3, 9.1.12.A.4, 9.1.12.A.5, 9.1.12.A.6, 9.1.12.A.7, 9.1.12.A.10, 9.1.12.B.7, 9.2.12.C.1, 9.2.12.C.2, 9.2.12.C.3, 9.2.12.C.6, 9.2.12.C.8, 9.2.12.C.9	
Common Career Technical Core (CCTC): BM-MGT.5, BM-MGT.8, BM.1, BM-HR.7, BM.3	
Common Core State Standards (CCSS): CC.9-12.A.REI.1, CC.9-12.A.SSE.1, CC.9-12.F.1F.4, CC.9-12.F.1F.5, CC.9-12.F.LE.1b, CC.9-12.F.1F.6	

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
Establish financial SMART Goals. NJSLS: 9.2.12.C.2, 9.2.12.C.3, 9.1.12.A.3 CCTC: 9.3.12.BM-	What are SMART goals and why are they important? What are possible career opportunities and earnings potential for	<ul style="list-style-type: none"> Evaluate a goal for SMART attributes Create SMART financial goals for themselves and others based on needs, wants and 	SMART Goals: Students will create Wordles using their SMART GOAL Journal What are your college	Applying SMART Goals to Personal Finance http://www.thesimpledo llar.com/applying-smart-goals-to-personal-finance/

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>MGT.8 CCSS: CC.9-12.F.IF.6</p>	<p>each?</p> <p>How can one increase their earning potential?</p>	<p>values</p>	<p>and career goals? Is money a factor?</p> <p>Research Students will research possible career options corresponding to their individual interests</p>	<p>SMART Goal Setting With Your Students http://www.edutopia.org/blog/smart-goal-setting-with-students-maurice-elias</p> <p>Financial Literacy Finds: Teaching Money Skills to Students http://www.scholastic.com/teachers/top-teaching/2013/04/financial-literacy-finds-teaching-money-skills-students</p> <p>Wise Financial Literacy Certification Exam http://www.wise.org/programs.htm#1</p>
<p>Examine how financial decisions influenced by people’s values, needs and wants.</p>	<p>How are financial decisions influenced by culture and beliefs?</p> <p>How do goals help a</p>	<ul style="list-style-type: none"> Realize and articulate differing values held by others, including classmates 	<p>Journal: What do you need financially to be happy?</p>	<p>What's Behind Your Financial Decisions? https://www.smartaboumoney.org/Tools/LifeValues-Quiz</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>NJSLS: 9.1.12.A.4, 9.1.12.A.5, 9.2.12.C.2 CCTC: 9.3.12.BM.3 CCSS: CC.9-12.F.IF.5</p>	<p>person attain financial success?</p> <p>Why does financial success look different for everyone?</p> <p>What is the role of education in earning potential?</p>	<ul style="list-style-type: none"> • Discuss differing opinions on success • Debate want vs. need. 	<p>Budget: Create mock budget for the life you desire after college. How will this influence your financial decisions?</p>	<p>Goals Values and Decision Making http://moneyandyouth.cfee.org/en/resources/hebook/section1.pdf</p> <p>Wise Financial Literacy Certification Exam http://www.wise-ny.org/programs.htm#1</p>
<p>Explore Career opportunities and earnings potential</p> <p>NJSLS: 9.1.12.A.4, 9.1.12.A.5, 9.2.12.C.1, 9.2.12.C.3, 9.2.12.C.9 CCTC: 9.3.12.BM.3 CCSS: CC.9-12.F.1F.4</p>	<p>How are careers chosen?</p> <p>How do I know if I am earning enough to live?</p> <p>Am I being compensated fairly?</p> <p>How is compensation determined?</p>	<ul style="list-style-type: none"> • Identify all parts of a pay stub • Calculate percentages of money taken and convert to dollar amounts • Accurately complete a job application • Evaluate accuracy and relevancy of deductions • Explain how compensation is correlated with 	<p>Job Search Search the newspaperman online for a job that you are qualified for as well as your dream job. Are these opportunities available to you?</p> <p>Analyzing My earning Potential http://www.k12.wa.us/secondaryeducation/careercollegereadiness/CareerReady/Gr9-</p>	<p>We Are Teachers Financial Literacy http://www.weareteachers.com/lessons-resources/details/cu-4-reality-curriculum-and-financial-literacy-fair</p> <p>How to Negotiate Pay and Benefits http://www.bankrate.com/finance/financial-literacy/how-to-negotiate-a-compensation-package-1.aspx</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
		education	10/CRL7_Gr9-10AnalyzeEarnPower.pdf	Wise Financial Literacy Certification Exam http://www.wise-ny.org/programs.htm#1
<p>Identify the financial risk and potential reward of being an entrepreneur</p> <p>NJSLS: 9.1.12.A.4, 9.1.12.A.5, 9.2.12.C.6 CCTC: 9.3.12.BM-MGT.5 CCSS: CC.9-12.A.SSE.1:</p>	<p>Why is risk involved in entrepreneurial endeavors?</p> <p>What is an entrepreneur?</p> <p>Why is it important to develop skills and strategies that promote understanding the relationship between income and careers?</p>	<ul style="list-style-type: none"> • Develop strategies that promote personal and financial responsibility related to income and careers • Understand the risk of business ownership • Discuss the possible benefits to entrepreneurship (i.e. Bill Gates, Steve jobs etc.) 	<p>PowerPoint/Prezi Research and present a business presentation on a popular entrepreneur</p> <p>Journal: Write this quote in your own words: “It is not about resources, it is about resourcefulness.” –Anthony Robbins</p> <p>What does this quote mean to you?</p>	<p>National Endowment for Financial Education http://www.nefe.org/</p> <p>How These Entrepreneurs Found a Catchy Way to Teach Students Financial Literacy https://www.entrepreneur.com/article/239691</p> <p>Wise Financial Literacy Certification Exam http://www.wise-ny.org/programs.htm#1</p>

Unit 1 Vocabulary

SMART GOALS
Career Exploration
Employment Process
The Economy and Labor Market
Taxes
IRS Audit
Income Tax
Mandatory vs. Non-Mandatory deductions

Medicare
Social Security
W2 Form
W4 Form
Employee Benefits
Taxable vs. Nontaxable Income
Deductions
Tax Preparations
Entrepreneurship
Financial Risk

Suggested Unit Projects

Choose At Least One

Visit a local tax preparer and write a one-page editorial on the income tax process. Do you think it is fair?

Write a 3-page essay articulating your career and financial goals for the future.

Suggested Structured Learning Experiences

NY Stock Exchange
11 Wall St, New York, NY 10005
[1 \(212\) 896-2830](tel:2128962830)

TD Bank
330 21st Ave, Paterson, NJ 07501
[\(973\) 742-7035](tel:9737427035)