



## **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.

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



## 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**

9.1.12.A.8 Analyze different forms of currency and how currency is used to exchange goods and services.

9.1.12.A.9 Analyze how personal and cultural values impact spending and other financial decisions.

9.1.12.B.1 Prioritize financial decisions by systematically considering alternatives and possible consequences.

9.1.12.B.3 Construct a plan to accumulate emergency “rainy day” funds.

9.1.12.B.4 Analyze how income and spending plans are affected by age, needs, and resources.

9.1.12.B.6 Design and utilize a simulated budget to monitor progress of financial plans.

9.1.12.B.9 Research the types and characteristics of various financial organizations in the community (e.g., banks, credit unions, check-cashing stores, et. al.).

9.1.12.C.1 Compare and contrast the financial benefits of different products and services offered by a variety of financial institutions.

9.1.12.E.1 Evaluate the appropriateness of different types of monetary transactions (e.g., electronic transfer, check, certified check, money order, gift card, barter) for various situations.

9.1.12.E.7 Apply specific consumer protection laws to the issues they address.

9.1.12.E.8 Relate consumer fraud, including online scams and theft of employee time and goods, to laws that protect consumers.

9.1.12.E.10 Determine reasons for the increase of identity theft worldwide and evaluate the extent to which victims of identity theft are successful in fully restoring their personal identities

## **Common Career Technical Core (CCTC)**

### **BUSINESS MANAGEMENT AND ADMINISTRATION CAREER CLUSTER®**

#### **BUSINESS MANAGEMENT AND ADMINISTRATION (BM)**

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

#### **BUSINESS INFORMATION MANAGEMENT (BM BIM)**

BM BIM.2 Plan, monitor, manage and maintain the use of financial resources to ensure a business's financial wellbeing.

#### **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.1 Describe and follow laws and regulations affecting business operations and transactions.

## Common Core State Standards (CCSS)

### **CCSS - Mathematics**

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.LE.1c Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.

CC.9-12.A.CED.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.

CC.9-12.A.CED.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.

CC.9-12.A.REI.1 Explain each step in solving simple equations 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.

<b>Course:</b> Personal Finance <b>Unit:</b> II <b>Grade Level:</b> 9-12	<b>Unit Overview:</b> In this unit students explore the spending of personal capital as well as the services offered by a variety of financial institutions.
<b>New Jersey Student Learning Standards (NJSLS):</b> 9.1.12.A.8, 9.1.12.A.9, 9.1.12.B.1, 9.1.12.B.3, 9.1.12.B.4, 9.1.12.B.6, 9.1.12.B.9, 9.1.12.C.1, 9.1.12.E.1, 9.1.12.E.7, 9.1.12.E.8, 9.1.12.E.10	
<b>Common Career Technical Core (CCTC):</b> BM.1, BM-BIM.2, BM-MGT.5, BM-MGT.1	
<b>Common Core State Standards (CCSS):</b> CC.9-12.F.1F.4, CC.9-12.F.LE.1c, CC.9-12.A.CED.1, CC.9-12.A.CED.2, CC.9-12.A.REI.1	

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
Identify Financial Services  <b>NJSLS:</b> 9.1.12.A.8, 9.1.12.B.4, 9.1.12.B.9, 9.1.12.C.1, 9.1.12.E.1 <b>CCTC:</b> 9.3.12.BM.1 <b>CCSS:</b> CC.9-12.A.REI.1	What are essential financial services?  What are the available banking services and how do I build a positive relationship with a financial institution?  How does one prepare a budget?	<ul style="list-style-type: none"> <li>Create a personal spending plan;</li> <li>Prioritize goals based on importance and within a time frame</li> <li>Justify their financial decisions</li> <li>Modify their spending plan to accommodate</li> </ul>	<b>Accounts and Financial Services Webquest:</b> <a href="http://zunal.com/webquest.php?w=251499">http://zunal.com/webquest.php?w=251499</a>  <b>Website:</b> Create a website for teens illustrating the various financial services offered by banks.	<b>Financial Services</b> <a href="http://www.hsfp.org/">http://www.hsfp.org/</a>  <b>Financial Literacy for High School Students</b> <a href="https://www.incharge.org/financial-literacy/resources-for-teachers/high-school/">https://www.incharge.org/financial-literacy/resources-for-teachers/high-school/</a>  <b>Wise Financial Literacy Certification Exam</b>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
		<p>changing life situations and life goals</p>		<p><a href="http://www.wise-ny.org/programs.htm#1">http://www.wise-ny.org/programs.htm#1</a></p>
<p>Compare and Contrast banks and credit unions</p> <p><b>NJSLS:</b> 9.1.12.B.3, 9.1.12.B.9, 9.1.12.C.1  <b>CCTC:</b> 9.3.12.BM-MGT.5  <b>CCSS:</b> CC.9-12.F.LE.1c, CC.9-12.A.CED.2, CC.9-12.A.REI.1</p>	<p>What banks do banks and credit unions offer?</p> <p>How do banks protect assets?</p> <p>How do banks and credit unions apply interest rates to accounts?</p>	<ul style="list-style-type: none"> <li>• Apply a cost-benefit analysis to justify their choices</li> <li>• Differentiate between the services offered by a bank and a credit union</li> <li>• Open and balance accounts</li> <li>• Complete loan applications</li> </ul>	<p><b>Venn Diagram:</b>            Compare and contrast credit unions and banks as a class. Which account would best suit your needs?</p> <p><b>Saving vs. Banking Activity:</b>  <a href="http://www.oklahomamoney.com/documents/Savings_Banking_Activity.pdf">http://www.oklahomamoney.com/documents/Savings_Banking_Activity.pdf</a></p>	<p><b>Personal Finance 101: Getting Started with Banking</b>  <a href="http://www.thesimpledollar.com/personal-finance-101-getting-started-with-banking/">http://www.thesimpledollar.com/personal-finance-101-getting-started-with-banking/</a></p> <p><b>US News and World Report The Pros and Cons of a Credit Union Versus a Bank</b>  <a href="http://money.usnews.com/money/personal-finance/articles/2015/01/06/the-pros-and-cons-of-a-credit-union-versus-a-bank">http://money.usnews.com/money/personal-finance/articles/2015/01/06/the-pros-and-cons-of-a-credit-union-versus-a-bank</a></p> <p><b>W!se Financial Literacy Certification Exam</b>  <a href="http://www.wise-ny.org/programs.htm#1">http://www.wise-ny.org/programs.htm#1</a></p>



Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>Examine how to open and maintaining a checking account</p> <p><b>NJSLS:</b> 9.1.12.B.1, 9.1.12.B.4, 9.1.12.B.6  <b>CCTC:</b> 9.3.12.BM-BIM.2  <b>CCSS:</b> CC.9-12.A.CED.2</p>	<p>How does one open and maintain a bank account?</p> <p>Why open a bank account?</p> <p>What are the benefits of having a checking account and how do I use a checking account responsibly?</p>	<ul style="list-style-type: none"> <li>• Develop money management strategies</li> <li>• Develop credit and debt management strategies</li> <li>• Develop strategies to plan, save, and invest</li> <li>• Balance a checking account</li> </ul>	<p><b>Check Writing:</b> Using mock documents practice writing checks and balancing accounts.</p> <p><b>Bank Account:</b> Using mock documents practice opening a checking account.</p>	<p><b>TD Bank Balancing a Checkbook</b>  <a href="http://www.tdbank.com/wowzone/lessons/Gr9-12Lesson2.pdf">http://www.tdbank.com/wowzone/lessons/Gr9-12Lesson2.pdf</a></p> <p><b>TD Bank Checking and ATMs</b>  <a href="http://www.tdbank.com/wowzone/lessons/Gr9-12Lesson1.pdf">http://www.tdbank.com/wowzone/lessons/Gr9-12Lesson1.pdf</a></p> <p><b>Wise Financial Literacy Certification Exam</b>  <a href="http://www.wise-ny.org/programs.htm#1">http://www.wise-ny.org/programs.htm#1</a></p>
<p>Appraise how values impact financial decisions and budgeting</p> <p><b>NJSLS:</b> 9.1.12.A.9, 9.1.12.B.1, 9.1.12.B.3, 9.1.12.B.6, 9.1.12.E.1  <b>CCTC:</b> 9.3.12.BM.1  <b>CCSS:</b> CC.9-12.F.1F.4</p>	<p>How does culture impact budgeting?</p> <p>Why create a budget?</p> <p>What is the role of ethics in financial decision-making?</p>	<ul style="list-style-type: none"> <li>• Develop a personal budget</li> <li>• Debate and discuss the role of belief systems and finances</li> </ul>	<p><b>Budgeting</b> Create a household budget based on an assigned career, level of education and family size.</p> <p><b>Journal:</b> How do your values and beliefs influence what you budget for?</p>	<p><b>Practical Money Skills Budgeting</b>  <a href="http://www.practicalmoneyskills.com/personalfinance/savingspending/budgeting/">http://www.practicalmoneyskills.com/personalfinance/savingspending/budgeting/</a></p> <p><b>US News and World Report 11 Expenses Destroying Your Budget</b></p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
				<a href="http://money.usnews.com/money/personal-finance/slideshows/11-expenses-destroying-your-budget">http://money.usnews.com/money/personal-finance/slideshows/11-expenses-destroying-your-budget</a>  <b>Wise Financial Literacy Certification Exam</b> <a href="http://www.wise-ny.org/programs.htm#1">http://www.wise-ny.org/programs.htm#1</a>

Unit 2 Vocabulary	
Bank Credit Union Critical Consumer Check register expenditure	FDIC Spending plan fixed income flexible income, , gross income net income fixed expenses flexible expenses,

## Suggested Unit Projects

*Choose At Least One*

Create a budget based on your after school job or potential after school job. Write down all your expenditures and attempt to live within your means for one week.

Checkbook Project:

<http://www.maththings.net/Linked%20Documents/Finance%20FTP/PDF/Intro%20to%20Checkbook%20Project.pdf>

## Suggested Structured Learning Experiences

North Jersey Federal Credit Union  
 Main Office: 711 Union Blvd.  
 Totowa, New Jersey 07512

Federal Reserve Bank of New York  
 33 Liberty Street  
 New York, NY 10045

Visiting

All visits to and tours of the Museum at the New York Fed must be [scheduled online](#).