



## **Personal Finance – 2.5 credit**

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 – Personal Financial Literacy**

9.1.12.B.2 Compare strategies for saving and investing and the factors that influence how much should be saved or invested to meet financial goals.

9.1.12.B.8 Describe and calculate interest and fees that are applied to various forms of spending, debt, and saving.

9.1.12.B.10 Develop a plan that uses the services of various financial institutions to meet personal and family financial goals.

9.1.8.C.2 Compare and contrast the financial products and services offered by different types of financial institutions.

9.1.12.C.2 Compare and compute interest and compound interest and develop an amortization table using business tools.

9.1.12.C.3 Compute and assess the accumulating effect of interest paid over time when using a variety of sources of credit.

9.1.12.D.1 Calculate short- and long-term returns on various investments (e.g., stocks, bonds, mutual funds, IRAs, deferred pension plans, and so on).

9.1.12.D.3 Summarize how investing builds wealth and assists in meeting long- and short-term financial goals.

9.1.12.D.10 Differentiate among various investment products and savings vehicles and how to use them most effectively.

### **9.2 – Career Awareness, Exploration, and Preparation**

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

## **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.3 Access, evaluate and disseminate information for business decision making.

BM BIM.5 Plan, organize and manage an organization/department to achieve business goals.

#### **GENERAL MANAGEMENT (BM MGT)**

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

## 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.1F.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.1LE.1b Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.

CC.9-12.F.1LE.1c Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.

CC.9-12.N.Q.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.

CC.9-12.F.1F.7 Graph functions expressed symbolically and show key feature of the graph, by hand in simple cases and using technology for more complicated cases.

CC.9-12.A.CED.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.

<b>Course:</b> Personal Finance <b>Unit:</b> III <b>Grade Level:</b> 9-12	<b>Unit Overview:</b> This unit offers students and in-depth look into personal money management and investing. Students will explore the various types of investing, risk and planning for the future.
<b>New Jersey Core Curriculum Content Standards (NJCCCS):</b> 9.1.12.B.2, 9.1.12.B.8, 9.1.12.B.10, 9.1.8.C.2, 9.1.12.C.2, 9.1.12.C.3, 9.1.12.D.1, 9.1.12.D.3, 9.1.12.D.10, 9.2.12.C.4	
<b>Common Career Technical Core (CCTC):</b> 9.3.12.BM.1, 9.3.12.BM BIM.3, 9.3.12.BM BIM.5, 9.3.12.BM MGT.8	
<b>Common Core State Standards (CCSS):</b> CC.9-12.F.1F.4, CC.9-12.F.IF.5, CC.9-12.F.LE.1b, CC.9-12.F.LE.1c, CC.9-12.N.Q.1, CC.9-12.F.IF.7, CC.9-12.A.CED.3	

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
Identify and explain the various saving and investing vehicles  <b>NJSLS:</b> 9.1.12.B.2, 9.1.12.B.8, 9.1.8.C.2 <b>CCTC:</b> 9.3.12.BM.1 <b>CCSS:</b> CC.9-12.F.1F.4, CC.9-12.F.IF.5, CC.9-12.F.LE.1b, CC.9-12.F.LE.1c, CC.9-12.A.CED.3	What is the difference between saving and investing?  What are various savings and investment vehicles and their varying levels of risk?  Why is saving an important aspect of personal finance?	<ul style="list-style-type: none"> <li>Understand the concept of paying yourself first</li> <li>Identify and explain the various saving and investing vehicles</li> <li>Compare and contrast various saving and investing vehicles</li> </ul>	<b>Website or Poster:</b> Create a savings plan with individual goals  <b>Investing 101 Stock Chart</b> Choose 10 stocks you are interested in and examine their origins, business practices, and cost. Create a chart and report out to the class.	<b>Investing 101</b> <a href="http://www.investopedia.com/university/beginner/beginner5.asp">http://www.investopedia.com/university/beginner/beginner5.asp</a>  <b>Money Matters What are Investment Vehicles</b> <a href="http://moneymatters101.com/money/investmentvehicles.asp">http://moneymatters101.com/money/investmentvehicles.asp</a>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
	<p>What is the purpose for credit cards and how can I use them responsibly?</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>
<p>Distinguish between short and long term investments</p> <p><b>NJSLS:</b> 9.1.12.B.2, 9.1.12.B.10, 9.1.12.C.3, 9.1.12.D.1  <b>CCTC:</b> 9.3.12.BM BIM.5  <b>CCSS:</b> CC.9-12.F.LE.1c</p>	<p>What is an investment?</p> <p>Why is it important to have a savings plan to ensure financial success?</p> <p>How can saving and investing help me earn additional income?</p>	<ul style="list-style-type: none"> <li>• Evaluate the differences between savings accounts, stocks, and bonds</li> <li>• Explain how investing in real estate and business ventures help you increase your income</li> <li>• Select a stock, research the company, monitor the stock over a period of 10 school days, and report out financial gain or loss</li> </ul>	<p><b>Venn Diagram:</b>            Compare and contrast short vs. long-term investments.</p>	<p><b>Practical Money Skills</b>  <a href="https://www.practicalmoneyskills.com/foreducators/lesson_plans/level_3/L3TeachersGuide12.pdf">https://www.practicalmoneyskills.com/foreducators/lesson_plans/level_3/L3TeachersGuide12.pdf</a></p> <p><b>Short vs. Long Term Investing</b>  <a href="http://buyshares.org/short-term-vs-long-term/">http://buyshares.org/short-term-vs-long-term/</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>
<p>Calculate simple and compound interest</p>	<p>How does interest affect interest?</p>	<ul style="list-style-type: none"> <li>• Investigation of</li> </ul>	<p><b>Calculating Interest Lesson Plan</b></p>	<p><b>Calculating Simple Interest</b></p>



Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p><b>NJSLS:</b> 9.1.12.C.2  <b>CCTC:</b> 9.3.12.BM  MGT.8  <b>CCSS:</b> CC.9-12.N.Q.1</p>	<p>What is the difference between simple and compound interest?</p> <p>What is the financial significance of interest?</p> <p>How does a consumer choose between investment options?</p> <p>What are some ways that you might rate the security, accuracy, and Relevancy of financial information?</p> <p>How does compound interest manifest in investment and debt situations?</p>	<p>different investment strategies helps to identify which strategies are appropriate for different life stages such as early adulthood through to retirement.</p> <ul style="list-style-type: none"> <li>• A personal career plan includes educational requirements, costs, and analysis of the potential job demand to achieve financial well-being.</li> </ul>	<p><a href="http://www.scholastic.com/browse/lessonplan.jsp?id=1563">http://www.scholastic.com/browse/lessonplan.jsp?id=1563</a></p> <p><b>Journal:</b>  Ask students if there are ways for kids to make money other than work, allowance, or gifts. Explain that banks and other financial institutions pay interest on certain accounts as an incentive to get people to deposit their money with them. They then use this money to make loans to companies and individuals. Banks make money from the interest they charge on the loans. Do you think this is fair? Why or why not?</p>	<p><a href="http://www.econedlink.org/teacher-lesson/1008/Calculating-Simple-Interest">http://www.econedlink.org/teacher-lesson/1008/Calculating-Simple-Interest</a></p> <p><b>Simple and Compound Interest:</b>  <a href="http://teachersites.scholworld.com/webpages/tahrens/files/Simple%20and%20Compound%20Interest.pdf">http://teachersites.scholworld.com/webpages/tahrens/files/Simple%20and%20Compound%20Interest.pdf</a></p> <p><b>Wise Financial Literacy Certification Exam</b>  <a href="http://www.wiseny.org/programs.htm#1">http://www.wiseny.org/programs.htm#1</a></p>
<p>Evaluate the importance of estate and retirement planning as essential for financial success and stability</p>	<p>What can we do now to ensure financial stability later on in life?</p> <p>Why is it important to</p>	<ul style="list-style-type: none"> <li>• Relate how the act of budgeting can reduce risk of experiencing</li> </ul>	<p><b>Retirement Plan</b>  Imagine you are going to retire to a tropical place such as Portugal, Bali, Bermuda, or the Canary</p>	<p><b>Retirement Planning The Federal Reserve Bank of Atlanta</b>  <a href="https://www.frbatlanta.org/-/.../high-">https://www.frbatlanta.org/-/.../high-</a></p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p><b>NJSLS:</b> 9.1.12.D.1, 9.1.12.D.3  <b>CCTC:</b> 9.3.12.BM BIM.5, 9.3.12.BM MGT.8  <b>CCSS:</b> CC.9-12.F.1F.4, CC.9-12.F.IF.5, CC.9-12.F.LE.1b, CC.9-12.F.LE.1c, CC.9-12.F.IF.7</p>	<p>plan for the future?</p> <p>What is financial stability and does it have a universal definition?</p>	<p>financial loss</p> <ul style="list-style-type: none"> <li>• Plan for your financial future</li> <li>• Examine the concept of “Easy Money”</li> </ul>	<p>Islands. How would you have to begin planning to make this dream come true?</p> <p><b>Retirement Lesson Plans</b>  <a href="http://www.practicalmoneyskills.com/foreducators/lesson_plans/">http://www.practicalmoneyskills.com/foreducators/lesson_plans/</a></p>	<p><a href="#">school/personal-f...</a></p> <p><b>CNN Money A 3-step retirement savings plan for 20-somethings</b>  <a href="http://money.cnn.com/2015/11/18/retirement/retirement-planning-20-something/">http://money.cnn.com/2015/11/18/retirement/retirement-planning-20-something/</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>

## Unit 3 Vocabulary

Roth IRA  
Risk Management  
Capital  
Capital Loss  
Compounding  
Growth Investment  
Fund Manager  
Pension Plan  
Principal  
Speculation

Diversification  
Investment Portfolio  
Asset Allocation  
Bear Market  
Blue Chip  
Stock  
Bond  
Bull Market  
Capital Gains  
Stock Market

## Suggested Unit Projects

*Choose At Least One*

The Stock Market Game  
<http://www.stockmarketgame.org/>

Create a website geared towards teens that teaches them the basics of investing.  
[https://biz.yahoo.com/edu/ed\\_begin.html](https://biz.yahoo.com/edu/ed_begin.html)

## Suggested Structured Learning Experiences

Jefferies  
 Financial Institution  
 520 Madison Ave, New York, NY 10022  
 Phone:(212) 284-2300

The Bank of New York Mellon  
 Financial services company  
 BNY Mellon Wealth Management

- Long Island/Queens Wealth Management Office  
 1001 Franklin Avenue  
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