

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"> 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

9.1.8.C.1 Compare and contrast credit cards and debit cards and the advantages and disadvantages of using each.

9.1.8.C.3 Compare and contrast debt and credit management strategies.

9.1.8.C.4 Demonstrate an understanding of the terminology associated with different types of credit (e.g., credit cards, installment loans, mortgages) and compare the interest rates associated with each.

9.1.8.C.5 Calculate the cost of borrowing various amounts of money using different types of credit (e.g., credit cards, installment loans, mortgages).

9.1.8.C.6 Determine ways to leverage debt beneficially.

9.1.8.C.7 Determine potential consequences of using “easy access” credit (e.g., using a line of credit vs. obtaining a loan for a specific purpose).

9.1.8.C.8 Explain the purpose of a credit score and credit record, and summarize borrowers’ credit report rights.

9.1.8.C.9 Summarize the causes and consequences of personal bankruptcy.

9.1.8.C.10 Determine when there is a need to seek credit counseling and appropriate times to utilize it.

9.1.12.C.4 Compare and contrast the advantages and disadvantages of various types of mortgages.

9.1.12.C.6 Explain how predictive modeling determines “credit scores.”

9.1.12.C.8 Identify the types and characteristics of predatory lending practices (e.g., payday loans, car title loans, high-risk mortgages).

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.

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.

Common Career Technical Core (CCTC)

BUSINESS MANAGEMENT AND ADMINISTRATION (BM)

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

BM.2 Describe laws, rules and regulations as they apply to effective business operations.

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

BM.4 Identify, demonstrate and implement solutions in managing effective business customer relationships.

BM.5 Implement systems, strategies and techniques used to manage information in a business.

BM.6 Implement, monitor and evaluate business processes to ensure efficiency and quality results.

Common Core State Standards (CCSS)

CCSS - Mathematics

Summarize, represent, and interpret data on a single count or measurement variable:

- CCSS.MATH.CONTENT.HSS.ID.A.1 Represent data with plots on the real number line (dot plots, histograms, and box plots).
- CCSS.MATH.CONTENT.HSS.ID.A.2 Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.
- CCSS.MATH.CONTENT.HSS.ID.A.4 Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.

Summarize, represent, and interpret data on two categorical and quantitative variables:

- CCSS.MATH.CONTENT.HSS.ID.B.5 Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data

Course: Personal Finance Unit: IV Grade Level: 9-12	Unit Overview: In this unit students will be introduced to the concept of credit and examine sound borrowing practices and purpose of protecting one’s assets.
New Jersey Core Curriculum Content Standards (NJCCCS): 9.1.8.C.1, 9.1.8.C.3, 9.1.8.C.4, 9.1.8.C.5, 9.1.8.C.6, 9.1.8.C.7, 9.1.12.C.4, 9.1.12.C.6, 9.1.12.C.8, 9.2.12.C.4, 9.2.12.C.7, 9.2.12.C.8	
Common Career Technical Core (CCTC): BM.1, BM.2, BM.3, BM.4, BM.5, BM.6	
Common Core State Standards (CCSS): CCSS.MATH.CONTENT.HSS.ID.A.1 , CCSS.MATH.CONTENT.HSS.ID.A.2, CCSS.MATH.CONTENT.HSS.ID.A.4, CCSS.MATH.CONTENT.HSS.ID.B.5	

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
Define credit NCSLS: 9.1.8.C.1, 9.1.8.C.4, 9.1.8.C.5, 9.2.12.C.4 CCTC: BM.1, BM.2 CCSS: CCSS.MATH.CONTENT.HSS.ID.A.2	What is credit? Why is an understanding of credit important for one’s financial future? What is a credit score and how is it measured?	<ul style="list-style-type: none"> Develop strategies that promote personal and financial responsibility related to income and careers Develop money management strategies Develop credit and debt 	Research and Journal: In groups of 2 search for credit card applications. Do you think it financially healthy to have more than 2 credit cards? Presentation: Create a PowerPoint presentation outlining the origins of credit and its used in the United	TD Bank Understanding Credit http://www.tdbank.com/wowzone/lessons/Gr9-12Lesson5.pdf What is Credit: http://www.experian.com/blogs/ask-experian/credit-education/faqs/what-is-credit/

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
		<p>management strategies</p> <ul style="list-style-type: none"> • Develop strategies to plan, save, and invest • Calculate interest rates on credit accounts 	States.	<p>Wise Financial Literacy Certification Exam http://www.wise-ny.org/programs.htm#1</p>
<p>Identify the process of applying for and obtaining credit</p> <p>NCSLS: 9.1.8.C.5, 9.1.12.C.8 CCTC: BM.3, BM.5 CCSS: CCSS.MATH.CONTENT.HSS.ID.B.5</p>	What are the requirements for obtaining credit?	<ul style="list-style-type: none"> • Identify practices on how to use credit wisely • Understand how to get a credit score and what a credit score means • Survey credit choices 	<p><u>Lecture/Direct Instruction</u> As a class present the steps to applying for and obtaining credit.</p> <p><u>Mock Credit Application and Discussion</u> Students will begin to use mock documents to learn the nuances of applying for credit. As high school students would you qualify for credit?</p>	<p>Credit Lesson Plans http://www.thirteen.org/finance/educators/lesson3.html</p> <p>Applying for a Credit Card Lesson Plan http://civics.sites.unc.edu/files/2012/05/PFLCredit10.pdf</p> <p>Wise Financial Literacy Certification Exam http://www.wise-ny.org/programs.htm#1</p>
Appraise the importance	How does a credit score	<ul style="list-style-type: none"> • Discuss the 		Practical Money Skills

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>of having a good credit score</p> <p>NCSLS: 9.1.8.C.3, 9.1.8.C.8 CCTC: BM.4, BM.6 CCSS: CCSS.MATH.CONTENT.HSS.ID.A.1</p>	<p>impact one's financial stability?</p> <p>What is a credit score?</p> <p>What agencies determine credit score?</p> <p>What are the class and status implications of a credit score?</p>	<p>importance of establishing good credit and how one is able to achieve a good credit rating</p> <ul style="list-style-type: none"> • Understand the financial consequences of bad credit • Discuss the steps that should be taken to ensure credit is in good standing 	<p>Good Credit Game http://www.goodcreditgame.com/#!/Credit-lesson-plans-to-teach-a-credit-class/c7zn/DF5791A-B493-4052-9896-9C3A2C3BCED2</p> <p>Journal: Do you believe that credit scores are a fair assessment of financial health or are creating an underclass of Americans?</p>	<p>Credit Score http://www.practicalmoneyskills.com/personalfinance/creditdebt/history/scores.php</p> <p>Lesson Plan The Business of Credit http://www.pbslearningmedia.org/resource/fin10.socst.enterprise.entrepreneur.lpbusinessowner/the-business-of-credit/</p> <p>Wise Financial Literacy Certification Exam http://www.wiselyny.org/programs.htm#1</p>
<p>Examine factors that both positively and negatively influence a credit score</p> <p>NCSLS: 9.1.8.C.5, 9.1.8.C.6, 9.1.8.C.8, 9.1.12.C.8, 9.2.12.C.8 CCTC: BM.3 CCSS:</p>	<p>How will developing effective spending habits affect my financial future?</p>	<ul style="list-style-type: none"> • Understand how credit is scored • Debate and discuss the ethical implications of a credit scoring system • Discuss and examine the impact of credit 	<p>My Credit Report Lesson Plan http://www.dpi.state.nc.us/docs/pfl/educators/resources/secondary/supplement/credit.v2.pdf</p>	<p>Practical Money Skills Keeping Score https://www.practicalmoneyskills.com/foreducators/lesson_plans/lev9-12/TG_Lesson6.pdf</p> <p>Knowing the Score https://njaes.rutgers.edu/money/pdfs/DoE-</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
CCSS.MATH.CONTENT.HSS.ID.A.4		scores		Lesson-Plan-3-Credit-and-Debt-Management.pdf Wise Financial Literacy Certification Exam http://www.wise-ny.org/programs.htm#1

Unit 4 Vocabulary	
Credit score Loan Credit Insurance	Interest Credit card FAFSA Auto Insurance Renters Insurance Liability Insurance Home Owners Insurance

Suggested Unit Projects

Choose At Least One

Complete a mock FAFSA form with you family in preparation for college applications.

Create a brochure for young people on how to raise their credit score and be financially healthy.

Suggested Structured Learning Experiences

NY Stock Exchange
11 Wall St, New York, NY 10005
[1 \(212\) 896-2830](tel:12128962830)

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