

BLACK HORSE PIKE REGIONAL SCHOOL DISTRICT

Personal Finance, :Personal Finance, Personal Finance/Sci

Credits: 2.5 Semester Course

2018-2019 Syllabus

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In this introductory finance course, students learn basic principles of economics and best practices for managing their own finances. Students learn core skills in creating budgets, developing long-term financial plans to meet their goals, and making responsible choices about income and expenses. They gain a deeper understanding of capitalism and other systems so they can better understand their role in the economy of society. Students will gain a knowledge of real world financial needs such as buying/renting a home, tax preparation, and life expenditures.

Unit 1 - Economics & Consumer Decision Making

In this unit, students will learn the six steps of the financial planning process and how to use the process to achieve personal financial goals. Students will explore the factors that influence financial planning and the opportunity costs associated with their financial decisions. Students will study the different economic systems and supply and demand. Lastly in the unit, students will learn how to be an informed consumer by understanding the factors and strategies to help influence buying decisions.

Unit 2 - College & Career

In this unit, students will learn to choose and plan a career. Students will explore the factors that influence career planning. Finally, they will learn effective strategies to obtaining employment and the financial and legal issues to consider when seeking employment.

Unit 3 - Taxes & Budgeting

In this unit, students will learn the importance of tax planning and how to identify taxable income, deductions, and tax credits. Then, they will learn what the W-4 form is. Students will study the different types of federal tax income forms. Then, students will explore the relationship between opportunity costs and money management. Then, they will learn about the benefits of keeping financial records and how to develop a system to properly store them. Students will also learn about cash flow statements and personal balance sheets and the significance of both.

Finally they will study the steps for creating a sound budget and learn about the advantages of increasing their savings.

Unit 4 - Banking & Credit

This unit assists students in understanding the financial services offered by different institutions and how building and maintaining good credit can lead to financial security. Students will learn about the four different financial services categories and be able to determine which one(s) provide the best financial benefits for them. Students will also learn about the advantages and disadvantages of using credit, as well as how to avoid getting into financial trouble.

Unit 5 - Financing of Home & Motor and Related Expenses

This unit assists students in understanding the many factors to consider before renting or buying a home. Students will understand the advantages versus disadvantages to renting, in addition to the home-buying process. Next students will learn how home and motor vehicle insurance offer financial protection for both them and their property.

Resources

- Kapoor, J.R., Dlabay, L.R., & Hughes, R.J. (2016). *Business and personal finance*. New York: McGraw-Hill Education.
- Junior Achievement of New Jersey Curriculum

Grading Policy

- 40% Classwork/Homework
- 40% Major Assessments
- 10% Minor Assessments
- 10% Class Participation

Late Work Submission Policy

Daily Work: A pupil who has been absent from school will be given an opportunity to make up assignments, provided the assignments are completed **during a period equal to the length of his/her absence**. *That period may be extended for the completion of long term/Minor/Major assignments at the discretion of the teacher (on an individual basis and specific to the reason for absence when clearly communicated with the teacher).*

When Due Dates are Posted for Assignments: **There will be a 10% reduction for every day late after the posted due date in Genesis.**

Black Horse Pike Regional School District Curriculum

Where inspiring excellence is our standard and student achievement is the result.

Course Name: Personal Finance (:Personal Finance, Personal Finance/Sci)

Course Number: 065400, 065410, 065450

PART I: UNIT 1 RATIONALE - Economics & Consumer Decision-Making

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Personal Finance (:Personal Finance, Personal Finance/Sci)</p> <p>Unit 1: Economics & Consumer Decision-Making Chapter 1, 10, & 13</p> <p>Grade Level(s): 11th & 12th</p>	<p>Unit Summary: In this unit, students will learn the six steps of the financial planning process and how to use the process to achieve personal financial goals. Students will explore the factors that influence financial planning and the opportunity costs associated with their financial decisions. Students will study the different economic systems and supply and demand. Lastly in the unit, students will learn how to be an informed consumer by understanding the factors and strategies to help influence buying decisions.</p>
<p>Essential Question(s):</p> <ul style="list-style-type: none"> - Why is it important to learn now how to plan for your financial future? - How do economic concepts affect your personal finances? - How can learning about consumer purchasing and consumer protection benefit you now and in the future? 	<p>Enduring Understanding(s):</p> <ul style="list-style-type: none"> - Financial planning can lead to financial independence and security. - The financial planning process can help you reach your financial goals. - The more you know about economics, the more informed decisions you will make regarding your current and future finances. - Informed consumers know how to get the best value for their money. - Understanding the factors that influence your buying decisions can help you get the best value for your money.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES
DESCRIBE THE LEARNING TARGETS.

After each target, identify the New Jersey Student Learning Standards that are applicable

<u>Learning Target</u>	<u>New Jersey Student Learning Standards:</u>
<ol style="list-style-type: none"> 1. Define personal financial planning. 2. List the six steps of financial planning. 3. Identify factors that affect personal financial decisions. 4. Explain the opportunity costs associated with personal financial decisions. 5. Understand the time value of money. 6. Identify eight strategies for achieving financial goals at different stages of life. 7. Explain opportunity cost. 8. Compare different economic systems and their methods for allocating goods and services. 9. Explain how prices are determined through supply and demand. 10. Summarize the factors that influence buying decisions. 11. Describe marginal cost and marginal benefit. 12. Explain the phases of a research-based approach to buying goods and services including the role of marginal cost and marginal benefit. 13. List the types of warranties and their impact. 14. Identify strategies for making wise buying decisions. 15. Explain the common reasons that lead to consumer complaints. 16. Identify ways to solve consumer problems. 17. Describe legal alternatives for consumers. 	<p>*See Standards Attachment for code references.</p> <ol style="list-style-type: none"> 1. 9.1.12.E.2, 9.1.12.E.3 2. 9.1.12.E.2, 9.1.12.E.3 3. 9.1.12.D.8, 9.1.12.D.9, 9.1.12.E.2, 9.1.12.E.3 4. 9.1.12.D.3, 9.1.12.D.8, 9.1.12.E.2 5. 9.1.12.E.2 6. 9.1.12.D.3, 9.1.12.D.8, 9.1.12.D.9, 9.1.12.E.3, 9.1.12.B.1 7. 9.1.12.B.1 8. 9.1.12.A.5, 9.1.12.A.9, 9.1.12.D.12, 9.1.12.F.1 9. 9.1.12.A.8, 9.1.12.F.2 10. 9.1.12.D.2, 9.1.12.F.3 11. 9.1.12.D.8, 9.1.12.B.1 12. 9.1.12.D.8, 9.1.12.B.1 13. 9.1.12.C.7 14. 9.1.12.D.8, 9.1.12.B.1, 9.1.12.E.4

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| | <p>15. 9.1.12.C.7,
9.1.12.E.4</p> <p>16. 9.1.12.C.7</p> <p>17. 9.1.12.C.7</p> |
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Inter-Disciplinary Connections:

Mathematics: Basic addition and subtraction; graphing
Technology: Google Docs, Slides, & Sheets
History: Economic Systems

Students will engage with the following text:

Kapoor, J.R., Dlabay, L.R., & Hughes, R.J. (2016). *Business and personal finance*. New York: McGraw-Hill Education.

Junior Achievement of New Jersey Curriculum

Students will write:

Students will use writing in the DO NOW or warm up activity.
Students will use writing to define vocabulary, answer questions, list steps of processes
Students will use writing in completing the end of chapter activities and workbook exercises
Students will use writing in individual projects
Students will use writing in video worksheets
Students will use writing in their note-taking using Cornell notes

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

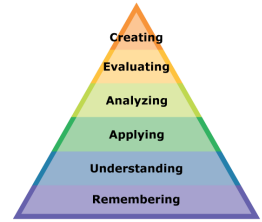
How will students uncover content and build skills.

- Identifying Opportunity Costs (Chpt 10)
- Spreadsheet Activity: Long-Term Investing (Chpt 10)
- Financial Portfolio: Buying a Car (Chpt 10)
- Document Detective - A Monthly Budget Worksheet (Page 296 in textbook)
- Graphic Organizer: What is Economics? (Chpt 1)
- Supply & Demand Business Game
- Identifying the Economic System Worksheet
- Case Study: Living in a Market vs. Command Economy (Foundation Book Pg 24&25)
- Comparison Shopping (Chpt 13)
- Financial Portfolio: Your Budget (Chpt 13)
- Document Detective - A Warranty (Page 387 in textbook)
- Case Study: Making Decision (Foundation Book Pg. 103 & 107)
- Case Study: Advertised Specials (Foundation Book Pg 340)
- NGPF What's the Catch? Be a Savvy Consumer Case Study
- Junior Achievement Online Project

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.

IDENTIFY BLOOM’S LEVELS.



Formative Assessments:

Chapter 10, 1, & 13 Quiz

By completing journal questions (Do Now), students demonstrate understanding of daily lessons

Participating in classroom discussions

Ask questions related to the objective to check for understanding

Written classroom assignments

Exit slip questioning, wrap up journal questions

Accommodations/Modifications:

Accommodations:

Extra time on assessments and assignments as needed.

Individual help by special education teacher or classroom instructional aide for redirection and clarification of directions

Seating changes for hearing, visual, or needs of area with less distraction

Re-testing if warranted by IEP

Repeat assignments if warranted by IEP

Modifications:

Explain to students expectations of DO NOW/slip questioning and show a model of what is expected.

Summative Assessments:

Unit 1 Test

Accommodations/Modifications:

Accommodations:

Extra time on Unit assessments

Individual help by special education teacher or classroom instructional aide for redirection and clarification of directions

Seating changes for hearing, visual, or needs of area with less distraction

Re-testing if warranted by IEP

Modifications:

Key vocabulary words written on project expectations.

Performance Assessments:

Unit 1 Project

Accommodations/Modifications:

Accommodations:

Extra time on Unit assessments

Individual help by special education teacher or classroom instructional
aide for redirection and clarification of directions

Seating changes for hearing, visual, or needs of area with less distraction

Re-testing if warranted by IEP

Black Horse Pike Regional School District Curriculum

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Course Name: Personal Finance (:Personal Finance, Personal Finance/Sci)

Course Number: 065400, 065410, 065450

PART I: UNIT 2 RATIONALE - College & Career

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Personal Finance (:Personal Finance, Personal Finance/Sci)</p> <p>Unit 2 - College & Career Chapter 11</p>	<p>Unit Summary: In this unit, students will learn to choose and plan a career. Students will explore the factors that influence career planning. Finally, they will learn effective strategies to obtaining employment and the financial and legal issues to consider when seeking employment.</p>
<p>Grade Level(s): 11th - 12th</p>	<p>Enduring Understanding(s):</p> <ul style="list-style-type: none"> - Everyone needs income, but the right career is essential for personal satisfaction and fulfillment. - When setting career goals, it is important to consider how they might impact yourself, your family, and community. - Choosing and planning for the right career can help you find the job or career that meets your personal and financial goals. - Knowledge on interviewing tips and techniques can ease your worries and make your interview go well. - Understanding scholarship opportunities can help students afford college.
<p>Essential Question(s):</p> <ul style="list-style-type: none"> - What can you do to make sure the career you choose is personally satisfying and fulfilling? - How do you apply for a job? - What are the best skills and techniques to interview for a job? - How can you make college affordable for your personal financial situation? 	

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES
DESCRIBE THE LEARNING TARGETS.

After each target, identify the New Jersey Student Learning Standards that are applicable

<u>Learning Target</u>	<u>New Jersey Student Learning Standards:</u>
<ol style="list-style-type: none"> 1. Identify the personal issues to consider when choosing and planning your career. 2. Explain how education and training affect career advancement. 3. Discuss the factors that influence employment. 4. Describe effective strategies to obtain employment experience. 5. Identify six sources you can use to find a job opportunity. 6. Explain the purposes of a resume and cover letter. 7. Identify factors to consider after receiving a job offer. 8. Understanding your legal rights during the hiring process. 9. List steps you can take to improve your long-term career success 10. Explain the purpose of a common application. 11. Determine the use and how to complete the FASFA. 	<p>*See Standards Attachment for code references.</p> <ol style="list-style-type: none"> 1. 9.1.12.A.4, 9.2.12.C.1, 9.2.12.C.2, 9.2.12.C.3 2. 9.1.12.A.4, 9.2.12.C.1, 9.2.12.C.2, 9.2.12.C.3, 9.2.12.C.4 3. 9.1.12.A.6, 9.1.12.A.7 4. 9.2.12.C.1 5. 9.1.12.A.4 6. 9.2.12.C.9 7. 9.2.12.C.9 8. 9.2.12.C.7 9. 9.1.12.A.4

Inter-Disciplinary Connections:

Mathematics: Basic addition and subtraction
 Technology: Google Docs, Slides, & Sheets

Students will engage with the following text:

Kapoor, J.R., Dlabay, L.R., & Hughes, R.J. (2016). *Business and personal finance*. New York: McGraw-Hill Education.

Junior Achievement of New Jersey Curriculum

Students will write:

Students will use writing in the DO NOW or warm up activity.
Students will use writing to define vocabulary, answer questions, list steps of processes
Students will use writing in completing the end of chapter activities and workbook exercises
Students will use writing in individual projects
Students will use writing in video worksheets
Students will use writing in their note-taking using Cornell notes

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

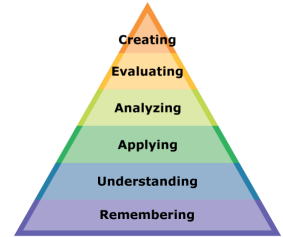
How will students uncover content and build skills.

- Graphic Organizer: Planning Your Career
- Mock Interviews
- Evaluating Career Choices
- Financial Portfolio: Applying for a Job
- Comparing Employment Offers
- Document Detective: An IRS Form W-4
- Resume & Cover Letter (work with guidance department)
- College Search Activity (maybe give a day to work with guidance on items needed for Junior Year applications)
- Case Studies: Career Choices (Foundations Book Pgs 546, 549, 557, 561, 562)
- Junior Achievement Online Project
- Common Application (with help from the Guidance department)
- FASFA (with help from the Guidance department)
- Resume Builder on Naviance (with help from the Guidance department)

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.

IDENTIFY BLOOM’S LEVELS.



Formative Assessments:

Chapter 11 Quiz

By completing journal questions (Do Now), students demonstrate understanding of daily lessons

Participating in classroom discussions

Ask questions related to the objective to check for understanding

Written classroom assignments

Exit slip questioning, wrap up journal questions

Accommodations/Modifications:

Accommodations:

Extra time on assessments and assignments as needed.

Individual help by special education teacher or classroom instructional aide for redirection and clarification of directions

Seating changes for hearing, visual, or needs of area with less distraction

Re-testing if warranted by IEP

Repeat assignments if warranted by IEP

Modifications:

Explain to students expectations of DO NOW/slip questioning and show a model of what is expected.

Summative Assessments:

Unit 2 Test

Accommodations/Modifications:

Accommodations:

Extra time on Unit assessments

Individual help by special education teacher or classroom instructional aide for redirection and clarification of directions

Seating changes for hearing, visual, or needs of area with less distraction

Re-testing if warranted by IEP

Modifications:

Key vocabulary words written on project expectations.

Performance Assessments:

Unit 2 Project

Accommodations/Modifications:

Accommodations:

Extra time on Unit assessments

Individual help by special education teacher or classroom instructional
aide for redirection and clarification of directions

Seating changes for hearing, visual, or needs of area with less distraction

Re-testing if warranted by IEP

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Course Name: Personal Finance (:Personal Finance, Personal Finance/Sci)

Course Number: 065400, 065410, 065450

PART I: UNIT 3 RATIONALE - Taxes & Budgeting

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Personal Finance (:Personal Finance, Personal Finance/Sci)</p> <p>Unit 3 - Taxes & Budgeting Chapter 12 & 21</p>	<p>Unit Summary: In this unit, students will learn the importance of tax planning and how to identify taxable income, deductions, and tax credits. Then, they will learn what the W-4 form is. Students will study the different types of federal tax income forms. Then, students will explore the relationship between opportunity costs and money management. Then, they will learn about the benefits of keeping financial records and how to develop a system to properly store them. Students will also learn about cash flow statements and personal balance sheets and the significance of both. Finally they will study the steps for creating a sound budget and learn about the advantages of increasing their savings.</p>
<p>Grade Level(s): 11th & 12th</p>	
<p>Essential Question(s):</p> <ul style="list-style-type: none"> - What actions can you take throughout the year to help reduce the amount of taxes you owe? - What money management techniques can you employ to achieve your future financial goals? 	<p>Enduring Understanding(s):</p> <ul style="list-style-type: none"> - Good money management will help you achieve your financial goals. - Organizing and maintaining a personal financial plan is essential to budgeting for future financial goals. - There are strategies available to help you lower the amount of taxes you owe. - There are several types of taxes. When preparing your tax return, you will need to understand the terms and have the correct forms and documents.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the New Jersey Student Learning Standards that are applicable

<u>Learning Target</u>	<u>New Jersey Student Learning Standards:</u>
<ol style="list-style-type: none"> 1. Discuss the importance of tax planning. 2. Identify your taxable income. 3. Explain deductions and tax credits. 4. Explain the W-4 form. 5. Describe the types of federal income taxes. 6. Identify tax strategies 7. Discuss the relationship between opportunity costs and money management. 8. Explain the benefits of keeping financial records and documents. 9. Describe a system to maintain personal financial documents. 10. Describe a personal balance sheet and cash flow statement. 11. Develop a personal balance sheet and cash flow statement. 12. Identify the steps to create a personal budget. 13. Discuss the advantages of increasing your savings. 	<p>*See Standards Attachment for code references.</p> <ol style="list-style-type: none"> 1. 9.1.12.A.10 2. 9.1.12.A.1, 9.1.12.A.2, 9.1.12.A.7 3. 9.1.12.A.1, 9.1.12.A.10, 9.1.12.A.11 4. 9.1.12.A.10 5. 9.1.12.A.1, 9.1.12.A.10, 9.1.12.A.11 6. 9.1.12.A.7 7. 9.1.12.A.3, 9.1.12.B.3, 9.1.12.D.4 8. 9.1.12.B.4 9. 9.1.12.B.5 10. 9.1.12.B.5, 9.1.12.B.6 11. 9.1.12.B.5, 9.1.12.B.6 12. 9.1.12.B.4, 9.1.12.B.6 13. 9.1.12.B.3, 9.1.12.B.4

Inter-Disciplinary Connections:

Mathematics: Basic addition and subtraction
 Technology: Google Docs, Slides, & Sheets

Students will engage with the following text:

Kapoor, J.R., Dlabay, L.R., & Hughes, R.J. (2016). *Business and personal finance*. New York: McGraw-Hill Education.

Junior Achievement of New Jersey Curriculum

Students will write:

Students will use writing in the DO NOW or warm up activity.

Students will use writing to define vocabulary, answer questions, list steps of processes

Students will use writing in completing the end of chapter activities and workbook exercises

Students will use writing in individual projects

Students will use writing in video worksheets

Students will use writing in their note-taking using Cornell notes

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

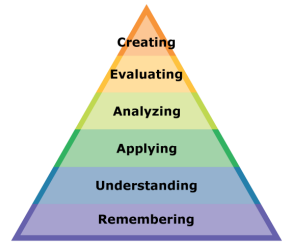
How will students uncover content and build skills.

- Types of Taxes Graphic Organizer (Chpt 21)
- Planning Your Tax Strategy (Chpt 21)
- Financial Portfolio: 1040EZ Form (Chpt 21)
- Spreadsheet Application: Computing Taxable Income & Liabilities (Chpt 21)
- Document Detective: A Form W-2 (Pg 697 in textbook)
- JA Income Section (Discusses Gross & Net Income, Social Security & Medicare)
- Your Paycheck Stub Worksheet
- Reading a Pay Stub Worksheet
- Understanding Your Paycheck Graphic Organizer
- Personal Balance Sheet Steps Graphic Organizer (Chpt 12)
- Your Budget Graphic Organizer (Chpt 12)
- Evaluate Financial Statements (Chpt 12)
- Financial Portfolio: What is Your Net Worth? (Chpt 12)
- Create a personal balance sheet
- Document Detective: A Personal Balance Sheet (Pg 367 in textbook)
- Case Studies: A Taxing Situation (Foundations Book Pgs 153, 169, & 171)
- NGPF How Do I Budget Case Study
- Budget Busters: Who's Breaking the Bank

- Big Budget Items Worksheet
- Junior Achievement Online Project

PART IV: EVIDENCE OF LEARNING

**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM’S LEVELS.**



Formative Assessments:

Chapter 21 & 12 Quiz

By completing journal questions (Do Now), students demonstrate understanding of daily lessons

Participating in classroom discussions

Ask questions related to the objective to check for understanding

Written classroom assignments

Exit slip questioning, wrap up journal questions

Accommodations/Modifications:

Accommodations:

Extra time on assessments and assignments as needed.

Individual help by special education teacher or classroom instructional aide for redirection and clarification of directions

Seating changes for hearing, visual, or needs of area with less distraction

Re-testing if warranted by IEP

Repeat assignments if warranted by IEP

Modifications:

Explain to students expectations of DO NOW/slip questioning and show a model of what is expected.

Summative Assessments:

Unit 3 Test

Accommodations/Modifications:

Accommodations:

Extra time on Unit assessments

Individual help by special education teacher or classroom instructional aide for redirection and clarification of directions

Seating changes for hearing, visual, or needs of area with less distraction
Re-testing if warranted by IEP

Modifications:

Key vocabulary words written on project expectations.

Performance Assessments:

Unit 3 Project

Accommodations/Modifications:

Accommodations:

Extra time on Unit assessments

Individual help by special education teacher or classroom instructional
aide for redirection and clarification of directions

Seating changes for hearing, visual, or needs of area with less distraction

Re-testing if warranted by IEP

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Course Name: Personal Finance (:Personal Finance, Personal Finance/Sci)

Course Number: 065400, 065410, 065450

PART I: UNIT 4 RATIONALE - Banking & Credit

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Course Name(s): Personal Finance (:Personal Finance, Personal Finance/Sci)</p> <p>Unit 4 Banking and Credit Chapter 14 and 15</p>	<p>Unit Summary: This unit assists students in understanding the financial services offered by different institutions and how building and maintaining good credit can lead to financial security. Students will learn about the four different financial services categories and be able to determine which one(s) provide the best financial benefits for them. Students will also learn about the advantages and disadvantages of using credit, as well as how to avoid getting into financial trouble.</p>
<p>Grade Level(s): 11-12</p>	
<p>Essential Question(s): What types of financial services might help you to better manage your cash flow?</p> <p>What steps can you take now to start building and maintaining a strong credit rating?</p> <p>What measures should you take to protect yourself from fraud and personal identity theft?</p>	<p>Enduring Understanding(s):</p> <ul style="list-style-type: none"> - Understanding the services provided by financial institutions will help you to choose the best options to manage your money wisely. - Having banking options such as certificate of deposits and savings accounts can help diversify a savings portfolio. - There are advantages to using consumer credit if you use it correctly. You must protect your credit and watch for warning signs of debt problems. - Creditworthiness and a credit rating can determine your ability to borrow money for large purchases.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the New Jersey Student Learning Standards that are applicable

<u>Learning Target</u>	<u>New Jersey Student Learning Standards:</u>
<ol style="list-style-type: none"> 1. Identify and describe the various types of financial services 2. Describe problematic financial businesses 3. Identify the four types of deposit institutions 4. Compare the costs and benefits of different savings plans 5. Explain features on different savings plans 6. Compare the costs and benefits of different types of checking accounts 7. Identify the three main categories of checking accounts 8. Recall the three common fees that checking accounts may include 9. Explain the meaning of consumer credit 10. Name the 5 C's of credit 11. Identify factors to consider when choosing a loan or credit card 12. Explain how to build and protect your credit rating 13. Identify consumer protection laws 14. Describe options for managing debt problems 	<p>*See Standards Attachment for code references.</p> <ol style="list-style-type: none"> 1. 9.1.12.B.9, 9.1.12.B.10, 9.1.12.C.1, 9.1.12.D.8 2. 9.1.12.A.5, 9.1.12.A.6 3. 9.1.12.C.1 4. 9.1.12.B2 9.1.12.C.1 9.1.12.C.2 5. 9.1.12.D.5, 9.1.12.D.6, 9.1.12, D.9 6. 9.1.12.C.1 7. 9.1.12.B.9 8. 9.1.12.B.8, 9.1.8.E.5 9. 9.1.12.C.7, 9.1.12.E.4, 9.1.12.E.7 10. 9.1.12.E.1, 9.1.12.E.2, 9.1.12.E.6 11. 9.1.12.B.8, 9.1.12.C.3 12. 9.1.12.C.5 9.1.12.E.8, 9.1.12.E.10 13. 9.1.12.C.7, 9.1.12.E.7, 9.1.12.E.8 14. 9.1.12.E.9, 9.1.12.C.9

Inter-Disciplinary Connections:

Mathematics - calculating interest rates and interest earned
Technology: Google Docs, Slides, & Sheets

Students will engage with the following text:

Kapoor, J.R., Dlabay, L.R., & Hughes, R.J. (2016). *Business and personal finance*. New York: McGraw-Hill Education.
Junior Achievement of New Jersey Curriculum

Students will write:

Students will use writing in the DO NOW or warm up activity.
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Students will use writing in completing the end of chapter activities and workbook exercises
Students will use writing in individual projects
Students will use writing in video worksheets
Students will use writing in their notetaking using Cornell notes

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

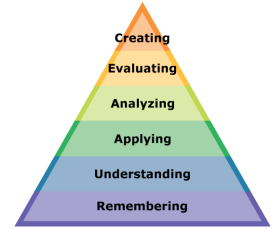
How will students uncover content and build skills.

- Construct a web diagram to assist them in choosing a financial institution (Chapter 14, page 414)
- Complete Document Detective: A Bank Statement (Chapter 14, page 421)
- Search online to find information on applying for checking and savings accounts (Chapter 14, page 431)
- Write a sample check and balance a checkbook
- Calculate interest on a loan
- Search and complete sample credit application forms
- Examine a sample credit card statement (Chapter 15, page 489)
- Compare and contrast two separate credit card companies (Chapter 15, page 497)
- Junior Achievement Online Project

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.

IDENTIFY BLOOM’S LEVELS.



Formative Assessments:

Chapter 14 & 15 Quizzes

By completing journal questions (Do Now), students demonstrate understanding of daily lessons

Participating in classroom discussions

Ask questions related to the objective to check for understanding

Written classroom assignments

Exit slip questioning, wrap up journal questions

Accommodations/Modifications:

Accommodations:

Extra time on assessments and assignments as needed.

Individual help by special education teacher or classroom instructional aide for redirection and clarification of directions

Seating changes for hearing, visual, or needs of area with less distraction

Re-testing if warranted by IEP

Repeat assignments if warranted by IEP

Modifications:

Explain to students expectations of DO NOW/slip questioning and show a model of what is expected.

Summative Assessments:

Unit 4 Test

Accommodations/Modifications:

Accommodations:

Extra time on Unit assessments

Individual help by special education teacher or classroom instructional aide for redirection and clarification of directions

Seating changes for hearing, visual, or needs of area with less distraction

Re-testing if warranted by IEP

Modifications:

Key vocabulary words written on project expectations.

Performance Assessments:

Unit 4 Project

Accommodations/Modifications:

Accommodations:

Extra time on Unit assessments

Individual help by special education teacher or classroom instructional
aide for redirection and clarification of directions

Seating changes for hearing, visual, or needs of area with less distraction

Re-testing if warranted by IEP

Black Horse Pike Regional School District Curriculum

Where inspiring excellence is our standard and student achievement is the result.

Course Name: Personal Finance (:Personal Finance, Personal Finance/Sci)

Course Number: 065400, 065410, 065450

PART I: UNIT 5 RATIONALE - The Finances of Housing/Home and Motor Vehicle Insurance

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Course Name(s): Personal Finance (:Personal Finance, Personal Finance/Sci)</p> <p>Unit 5 The Finances of Housing/Home and Motor Vehicle Insurance Chapter 16 and 22</p>	<p>Unit Summary: This unit assists students in understanding the many factors to consider before renting or buying a home. Students will understand the advantages versus disadvantages to renting, in addition to the home-buying process. Next students will learn how home and motor vehicle insurance offer financial protection for both them and their property.</p>
<p>Grade Level(s): 11-12</p>	<p>Enduring Understanding(s):</p> <ul style="list-style-type: none"> - It is important to understand all of your options and to consider the advantages, disadvantages, and costs of each when making housing decisions. - There are many factors to consider before renting or buying a home. - You should understand the processes involved with homeownership before buying or selling a house. - Having the right insurance program and risk management plan can protect you from financial loss. - The goal of an insurance program is to get the best protection at the lowest costs, and there are many factors that affect the cost of insurance.
<p>Essential Question(s):</p> <p>What are some factors that should be included in the decision of whether renting or buying a home is the best action for you?</p> <p>What types of risk can lead to the need for home or motor vehicle insurance?</p> <p>What factors affect the cost of insurance?</p>	

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES
DESCRIBE THE LEARNING TARGETS.

After each target, identify the New Jersey Student Learning Standards that are applicable

<u>Learning Target</u>	<u>New Jersey Student Learning Standards:</u>
<ol style="list-style-type: none"> 1. To evaluate various housing alternatives 2. To explain how to evaluate a property 3. To discuss the financing involved in purchasing a home 4. To describe a plan for selling a home 5. To identify types of risks and risk management methods 6. To describe the importance of property and liability insurance 7. To identify the types of insurance coverages and policies available to homeowners and renters 8. To identify important types of motor vehicle insurance coverage 	<p>*See Standards Attachment for code references.</p> <ol style="list-style-type: none"> 1. 9.1.12.B.1, 9.1.12.B.4 2. 9.1.12.A.7 3. 9.1.12.C.4, 9.1.12.C.8 4. 9.1.12.D.6 5. 9.1.12.D.7, 9.1.12.G.1, 9.1.12.G.3 6. 9.1.12.G.2 7. 9.1.12.G.3, 9.1.12.G.4 9.1.12.G.5 9.1.12.G.7 8. 9.1.12.G.3

Inter-Disciplinary Connections:

Mathematics – Calculating costs of housing and insurance rates
 Technology: Google Docs, Slides, & Sheets
 English Language Arts

Students will engage with the following text:

Kapoor, J.R., Dlabay, L.R., & Hughes, R.J. (2016). *Business and personal finance*. New York: McGraw-Hill Education.
 Junior Achievement of New Jersey Curriculum

Students will write:

Students will use writing in the DO NOW or warm up activity.
 Students will use writing to define vocabulary, answer questions, list steps of processes
 Students will use writing in completing the end of chapter activities and workbook exercises
 Students will use writing in individual projects
 Students will use writing in video worksheets
 Students will use writing in their notetaking using Cornell notes

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

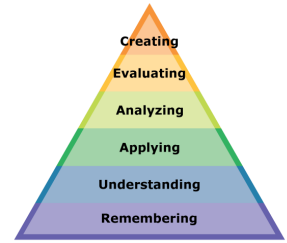
How will students uncover content and build skills.

- Graphic Organizer: Housing Information Source (Chapter 16, page 500)
- Calculate the cost of a house versus an apartment found through an online search
- Document Detective: Calculating a Mortgage Payment (Chapter 16, page 517)
- Economics and You: Money and Inflation (Chapter 16, page 524)
- Document Detective: Auto Insurance Declaration (Chapter 22, page 735)
- Economics and You: Competition (Chapter 22, page 745)
- Your Financial Portfolio: The Price of Car Insurance (Chapter 22, Page 763)
- Junior Achievement Online Project

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.

IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

Chapter 16 & 22 Quizzes

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Participating in classroom discussions

Ask questions related to the objective to check for understanding

Written classroom assignments

Exit slip questioning, wrap up journal questions

Accommodations/Modifications:

Accommodations:

Extra time on assessments and assignments as needed.

Individual help by special education teacher or classroom instructional aide for redirection and clarification of directions

Seating changes for hearing, visual, or needs of area with less distraction

Re-testing if warranted by IEP

Repeat assignments if warranted by IEP

Modifications:

Explain to students expectations of DO NOW/slip questioning and show a model of what is expected.

Summative Assessments:

Unit 5 Test

Accommodations/Modifications:

Accommodations:

Extra time on Unit assessments

Individual help by special education teacher or classroom instructional aide for redirection and clarification of directions

Seating changes for hearing, visual, or needs of area with less distraction

Re-testing if warranted by IEP

Modifications:

Key vocabulary words written on project expectation

Performance Assessments:

Unit 5 Project

Accommodations/Modifications:

Accommodations:

Extra time on Unit assessments

Individual help by special education teacher or classroom instructional aide for redirection and clarification of directions

Seating changes for hearing, visual, or needs of area with less distraction

Re-testing if warranted by IEP

9.1 PERSONAL FINANCIAL LITERACY
CONTENT AREA: 21st CENTURY LIFE AND CAREERS

STRAND A: INCOME AND CAREERS

By the end of Grade 12, students will be able to:

- 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.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.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.

STRAND B: MONEY MANAGEMENT

By the end of Grade 12, students will be able to:

- 9.1.12.B.1 Prioritize financial decisions by systematically considering alternatives and possible consequences.
- 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.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.5

Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget.

9.1.12.B.6

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

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.B.8

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

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.B.10

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

STRAND C: CREDIT AND DEBT MANAGEMENT

By the end of Grade 12, students will be able to:

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.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.C.4

Compare and contrast the advantages and disadvantages of various types of mortgages.

9.1.12.C.5

Analyze the information contained in a credit report and explain the importance of disputing inaccurate entries.

9.1.12.C.6

Explain how predictive modeling determines "credit scores."

9.1.12.C.7

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

9.1.12.C.8

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

9.1.12.C.9

Evaluate the implications of personal and corporate bankruptcy for self and others.

STRAND D: PLANNING, SAVING, AND INVESTING

By the end of Grade 12, students will be able to:

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.2

Assess the impact of inflation on economic decisions and lifestyles.

9.1.12.D.3

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

9.1.12.D.4

Assess factors that influence financial planning.

9.1.12.D.5

Justify the use of savings and investment options to meet targeted goals.

9.1.12.D.6

Analyze processes and vehicles for buying and selling investments.

9.1.12.D.7

Explain the risk, return, and liquidity of various savings and investment alternatives.

9.1.12.D.8

Explain how government and independent financial services and products are used to achieve personal financial goals.

9.1.12.D.9

Relate savings and investment results to achievement of financial goals.

9.1.12.D.10

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

9.1.12.D.11

Assess the role of revenue-generating assets as mechanisms for accruing and managing wealth.

9.1.12.D.12

Compare and contrast the past and present role of government in the financial industry and in the regulation of financial markets.

9.1.12.D.13

Determine the impact of various market events on stock market prices and on other savings and investments.

9.1.12.D.14

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

9.1.12.D.15

Analyze how savings, retirement plans, and other investment options help to shift current income for purposes of tax reporting and filing.

STRAND E: BECOMING A CRITICAL CONSUMER

By the end of Grade 12, students will be able to:

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.2

Analyze and apply multiple sources of financial information when prioritizing financial decisions.

9.1.12.E.3

Determine how objective, accurate, and current financial information affects the prioritization of financial decisions.

9.1.12.E.4

Evaluate how media, bias, purpose, and validity affect the prioritization of consumer decisions and spending.

9.1.12.E.5

Evaluate business practices and their impact on individuals, families, and societies.

9.1.12.E.6

Evaluate written and verbal contracts for essential components and for obligations of the lender and borrower.

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.9

Determine when credit counseling is necessary and evaluate the resources available to assist consumers who wish to use it.

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.

STRAND F: CIVIC FINANCIAL RESPONSIBILITY

By the end of Grade 12, students will be able to:

9.1.12.F.1

Relate a country's economic system of production and consumption to building personal wealth and achieving societal responsibilities.

9.1.12.F.2

Assess the impact of emerging global economic events on financial planning.

9.1.12.F.3

Analyze how citizen decisions and actions can influence the use of economic resources to achieve societal goals and provide individual services.

9.1.12.F.4

Summarize the purpose and importance of a will.

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.

STRAND G:INSURING AND PROTECTING

By the end of Grade 12, students will be able to:

9.1.12.G.1

Analyze risks and benefits in various financial situations.

9.1.12.G.2

Differentiate between property and liability insurance protection.

9.1.12.G.3

Compare the cost of various types of insurance (e.g., life, homeowners, motor vehicle) for the same product or service, given different liability limits and risk factors.

9.1.12.G.4

Evaluate individual and family needs for insurance protection using opportunity-cost analysis.

9.1.12.G.5

Differentiate the costs and benefits of renter's and homeowner's insurance.

9.1.12.G.6

Explain how to self-insure and how to determine when self-insurance is appropriate.

9.1.12.G.7

Determine when and why it may be appropriate for the government to provide insurance coverage, rather than private industry.