



**Grades 9-12 Business Education/Financial Literacy Curriculum Guide
June 2022 Revised**

Dr. Mark Toback, Superintendent

*This curriculum may be modified through varying techniques, strategies,
and materials as per an individual student's Individualized Educational
Plan (IEP)*

**Approved by the Wayne Township Board of Education at the regular
meeting held on November 15, 2018.**

**Wayne School District
Curriculum Format**

Content Area/ Grade Level/ Course:	Business Education/Grades 9-12/Financial Literacy
Unit Plan Title:	Planning Personal Finances
Time Frame	4 Weeks

Anchor Standards/Domain* Career & Technical Education (CTE), Content Area: 21st Century Life and Careers, Personal Financial Literacy, Career Ready Practices.

Standard 8.2 Design Thinking: This standard, previously standard 8.2 Technology Education of the 2014 NJSL – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts.

Career Readiness, Life Literacies, and Key Skills Practices: Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind 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. These practices should be taught and reinforced in all content areas with increasingly higher levels of complexity and expectation as a student advances through a program of study.

Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training: This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.3: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

Standard 9.4 Life Literacies and Key Skills: This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

[Anchor Companion Standards \(Reading and Writing Grades 9-10\)](#)

[Anchor Companion Standards \(Reading and Writing Grades 11-12\)](#)

Unit Summary

This unit introduces students to the concept of financial planning and provides the foundation for using personal financial planning techniques. Students will learn how to create a financial plan using the 6 steps of the financial planning process. Students will explain the relationship between financial documents and money management strategies and how to create a budget.

Standard Number(s)

Standard 8.2 Design Thinking:

8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

Career Readiness, Life Literacies, and Key Skills Practices

- Act as a responsible and contributing community members and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

Standard 9.1 Personal Financial Literacy:

9.1.12.CFR.5: Summarize the purpose and importance of estate planning documents (e.g., will, durable power of attorney, living will, health care proxy, etc.).

9.1.12.CFR.6: Identify and explain the consequences of breaking federal and/or state employment or financial laws.

9.1.12.CDM.1: Identify the purposes, advantages, and disadvantages of debt.

9.1.12.CDM.2: Compare and contrast the advantages and disadvantages of various types of mortgages.

9.1.12.CDM.3: Determine ways to leverage debt beneficially.

9.1.12.CDM.4: Identify issues associated with student loan debt, requirements for repayment, and consequences of failure to repay student loan debt.

9.1.12.CDM.5: Identify the types of characteristics of predatory lending practices and the importance of collateral (e.g., payday loans, car title loans, high-risk mortgages).

9.1.12.CDM.6: Compute and assess the accumulating effect of interest paid over time when using a variety of sources of credit (e.g., student loans, credit cards, auto loans, mortgages, etc.).

9.1.12.CDM.7: Calculate a mortgage payment based on type of loan, down payment, credit score, and loan interest rate.

9.1.12.CDM.8: Compare and compute interest and compound interest and develop an amortization table using business tools.

9.1.12.CDM.9: Summarize the causes and consequences of personal and corporate bankruptcy and evaluate the implications for self and others.

9.1.12.CDM.10: Determine when credit counseling is necessary and evaluate the resources available to assist consumers who wish to use it.

9.1.12.CP.1: Summarize how one's credit history can affect finances, including loan terms, employment, and qualifying for loans.

9.1.12.CP.2: Identify the advantages of maintaining a positive credit history.

9.1.12.CP.3: Summarize factors that affect a positive credit rating, including on-time payments, debt versus available credit, length of open credit, and how often you apply for credit.

9.1.12.CP.4: Identify the skill sets needed to build and maintain a positive credit profile.

9.1.12.CP.5: Create a plan to improve and maintain an excellent credit rating.

9.1.12.CP.6: Explain the effect of debt on a person's net worth.

9.1.12.CP.7: Summarize factors that affect a particular credit scoring system.

9.1.12.CP.8: Identify different ways you can protect your credit.

9.1.12.CP.9: Analyze the information contained in a credit report, how scores are calculated and used, and explain the importance of disputing inaccurate entries.

9.1.12.EG.1: Review the tax rates on different sources of income and on different types of products and services purchased.

9.1.12.EG.2: Explain why various forms of income are taxed differently.

9.1.12.EG.3: Explain how individuals and businesses influence government policies.

9.1.12.EG.4: Explain the relationship between your personal financial situation and the broader economic and governmental policies.

9.1.12.EG.5: Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities.

9.1.12.EG.6: Analyze the rights and responsibilities of buyers and sellers under consumer protection laws.

9.1.12.FI.1: Identify ways to protect yourself from identity theft

9.1.12.FI.2: Explain ways to manage your accounts that maximize benefits and provide you with the utmost protection.

9.1.12.FI.3: Develop a plan that uses the services of various financial institutions to prepare for long term personal and family goals (e.g., college, retirement).

9.1.12.FI.4: Research benefits and drawbacks of products offered by financial and non-financial companies (e.g., banks, credit unions, check-cashing stores, product warranty insurance).

9.1.12.FP.1: Create a clear long-term financial plan to ensure its alignment with your values.

9.1.12.FP.2: Explain how an individual's financial values and goals may change across a lifetime and the adjustments to the personal financial plan that may be needed.

9.1.12.FP.3: Relate the concept of delayed gratification (i.e., psychological distance) to meeting financial goals, investing and building wealth over time.

9.1.12.FP.4: Identify how unconscious beliefs like "money scripts" (money avoidant, money worship, money status, money vigilant) influence financial decision-making.

9.1.12.FP.5: Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.

9.1.12.FP.6: Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.

9.1.12.FP.7: Determine how multiple sources of objective, accurate and current financial information affect the prioritization of financial decisions (e.g., print information, prospectus, certified financial planners, internet, sales representatives, etc.).

9.1.12.PB.1: Explain the difference between saving and investing.

9.1.12.PB.2: Prioritize financial decisions by considering alternatives and possible consequences.

9.1.12.PB.3: Design a personal budget that will help you reach your long-term and short-term financial goals.

9.1.12.PB.4: Explain how you would revise your budget to accommodate changing circumstances.

9.1.12.PB.5: Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget.

9.1.12.PB.6: Describe and calculate interest and fees that are applied to various forms of spending, debt and saving.

9.1.12.RM.1: Describe the importance of various sources of income in retirement, including Social Security, employer-sponsored retirement savings plans, and personal investments.

9.1.12.RM.2: Identify types of investments appropriate for different objectives such as liquidity, income, and growth.

9.1.12.RM.3: Compare the cost of various types of insurance (e.g., life, homeowners, motor vehicle) for the same product or service, strategies to lower costs, and the process for filing an insurance claim.

9.1.12.RM.4: Determine when and why it may be appropriate for the government to provide insurance coverage rather than private industry.

9.1.12.RM.5: Explain what self-insuring is and determine when it's appropriate.

9.1.12.RM.6: Differentiate the costs, benefits and features (e.g., riders, deductibles, umbrella policies) of renters and homeowners insurance.

9.1.12.RM.7: Evaluate individual and family needs for insurance protection using opportunity-cost analysis to determine if the amount of protection is adequate or over-insured.

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.

9.1.2.CAP.3: Define entrepreneurship and social entrepreneurship.

9.1.2.CAP.4: List the potential rewards and risks to starting a business.

Standard 9.2 Career Awareness, Exploration, Preparation and Training:

9.2.12.CAP.1: Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.

9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.

Standard 9.3:

9.3.12.FN.1: Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision making in the finance industry.

9.3.12. FN.2: Utilize tools, strategies and systems to plan, monitor, manage and maintain the use of financial resources

9.3.12. FN.3: Plan, staff, lead and organize human resources in finance to enhance employee productivity and job satisfaction.

9.3.12.FN.6: Plan, monitor and manage day-to-day activities to ensure effective and efficient finance operations.

Standard 9.4 Life Literacies and Key Skills:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.

9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.

[Progress Indicators- Reading and Writing Standards Grades 9-10](#)

[Progress Indicators- Reading and Writing Grades 11-12](#)

Essential Question(s)

- **What are the 6 steps used to create a financial plan?**
- **What are the opportunity costs associated with financial decisions?**
- **What is and how important is compound interest?**
- **What is the relationship between the timing of your goals and the type of good and service that you want?**
- **Why is it important to distinguish between your needs and wants?**

Enduring Understandings

- Setting short/medium and long term goals are essential for personal financial planning.
- The importance of “rainy day” fund and how that can keep you out of debt by using savings instead of credit.
- Budgets are easy to create and very hard to stick to.
- Just like every business every family should have budget to ensure that you have enough disposable income and won’t go into debt.
- How much money you should have set aside for your “Rainy Day Fund”.
- Explain opportunity cost with financial decisions.

In this unit plan, the following 21st Century themes and skills are addressed.

<i>Check all that apply.</i> 21st Century Themes		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> 21st Century Skills	
<input type="checkbox"/>	Global Awareness	<input type="checkbox"/> E	Creativity and Innovation
<input type="checkbox"/>	Environmental Literacy	<input type="checkbox"/> T	Critical Thinking and Problem Solving
<input type="checkbox"/>	Health Literacy	<input type="checkbox"/> T	Communication
<input type="checkbox"/>	Civic Literacy	<input type="checkbox"/> T	Collaboration
<input checked="" type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/Students will understand)

- How to create a personal budget.
- How to create a personal balance sheet and cash flow statement.
- How to increase their personal savings.
- Define personal financial planning.
- Name the 6 steps of financial planning.
- Identify the factors that affect personal financial decisions.
- Explain opportunity costs associated with personal financial decisions

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

- Webquests
- End of Chapter Questions
- Current Events
- Enrichment/Application Activities Summative Assessments
- Unit Test
- Research Projects
- Portfolio Assessments

Teaching and Learning Activities

Suggested Activities

- Workbook Activities
- Section Quizzes

	Projects Internet Extension Assignments www.stlouisfed.org , W is for Wages W4 and W2. www.ngpf.org Living Paycheck to Paycheck
<i>Differentiation Strategies</i>	Resources based on skill level Craft additional prompts to support reading and writing comprehension and extension Additional readings and resources provided for support and extension Guided reading questions/notes Flexible groups based on formative assessment or student choice One:One conferring with teacher Choice of reading, when appropriate Differentiated checklists and rubrics (if appropriate) Chunked assignments Extended time, when appropriate Level of independence Study Guides for Quizzes and Tests Differentiation Strategies for Special Education Students Differentiation Strategies for Gifted and Talented Students Differentiation Strategies for ELL Students Differentiation Strategies for At Risk Students
Resources	
<ul style="list-style-type: none"> ● AFSA Education Foundation ● FDIC ● www.frbsf.org/community/webresources/bankersguide.pdf ● www.practicalmoneyskills.com ● www.everfi.com 	

**Wayne School District
Curriculum Format**

Content Area/ Grade Level/ Course:	Business Education/Grades 9-12/Financial Literacy
Unit Plan Title:	Banking and Credit
Time Frame	4 Weeks
Anchor Standards/Domain* Career & Technical Education (CTE), Content Area: 21st Century Life and Careers, Personal Financial Literacy. Career Ready Practices.	
Standard 8.2 Design Thinking: This standard, previously standard 8.2 Technology Education of the 2014 NJSL – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts.	

Career Readiness, Life Literacies, and Key Skills Practices: Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind 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. These practices should be taught and reinforced in all content areas with increasingly higher levels of complexity and expectation as a student advances through a program of study.

Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training: This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.3: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

Standard 9.4 Life Literacies and Key Skills: This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Unit Summary

In this unit, students will explore the wide range of services that can help them plan, manage, and save in order to achieve their financial goals. Chapter discusses the selection and use of financial services, such as the different kinds of savings and checking accounts, longer-term savings (certificates of deposit and U.S. Savings bonds), investment services, loans, and other credit services. Students will learn about the advantages and disadvantages of consumer credit, how to calculate the cost of credit, and how to manage debt. Chapter explains the finances of housing. Students will learn how to calculate the costs of buying a house and describe the buying process.

Standard Number(s)

Standard 8.2 Design Thinking:

8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

Career Readiness, Life Literacies, and Key Skills Practices

- Act as a responsible and contributing community members and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

Standard 9.1 Personal Financial Literacy:

- 9.1.12.CDM.1: Identify the purposes, advantages, and disadvantages of debt.
- 9.1.12.CDM.2: Compare and contrast the advantages and disadvantages of various types of mortgages.
- 9.1.12.CDM.3: Determine ways to leverage debt beneficially.
- 9.1.12.CDM.4: Identify issues associated with student loan debt, requirements for repayment, and consequences of failure to repay student loan debt.
- 9.1.12.CDM.5: Identify the types of characteristics of predatory lending practices and the importance of collateral (e.g., payday loans, car title loans, high-risk mortgages).
- 9.1.12.CDM.6: Compute and assess the accumulating effect of interest paid over time when using a variety of sources of credit.(e.g., student loans, credit cards, auto loans, mortgages, etc.).
- 9.1.12.CDM.7: Calculate a mortgage payment based on type of loan,down payment, credit score, and loan interest rate.
- 9.1.12.CDM.8: Compare and compute interest and compound interest and develop an amortization table using business tools.
- 9.1.12.CDM.9: Summarize the causes and consequences of personal and corporate bankruptcy and evaluate the implications for self and others.
- 9.1.12.CDM.10: Determine when credit counseling is necessary and evaluate the resources available to assist consumers who wish to use it.
- 9.1.12.CP.1: Summarize how one’s credit history can affect finances, including loan terms, employment, and qualifying for loans.
- 9.1.12.CP.2: Identify the advantages of maintaining a positive credit history.
- 9.1.12.CP.3: Summarize factors that affect a positive credit rating,including on-time payments, debt versus available credit, length of open credit, and how often you apply for credit.
- 9.1.12.CP.4: Identify the skill sets needed to build and maintain a positive credit profile.
- 9.1.12.CP.5: Create a plan to improve and maintain an excellent credit rating.
- 9.1.12.CP.6: Explain the effect of debt on a person’s net worth.
- 9.1.12.CP.7: Summarize factors that affect a particular credit scoring system.
- 9.1.12.CP.8: Identify different ways you can protect your credit.
- 9.1.12.CP.9: Analyze the information contained in a credit report,how scores are calculated and used, and explain the importance of disputing inaccurate entries.

Standard 9.2 Career Awareness, Exploration, Preparation and Training:

- 9.2.12.CAP.14: 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.

Standard 9.3:

- 9.3.12.FN.1: Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision making in the finance industry.
- 9.3.12. FN.2: Utilize tools, strategies and systems to plan, monitor, manage and maintain the use of financial resources
- 9.3.12. FN.3: Plan, staff, lead and organize human resources in finance to enhance employee productivity and job satisfaction.
- 9.3.12.FN.6: Plan, monitor and manage day-to-day activities to ensure effective and efficient finance operations.

Standard 9.4 Life Literacies and Key Skills:

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.
- 9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.

Essential Question(s)
<ul style="list-style-type: none"> • What are the 3 main categories of services offered by financial institutions? • What are some of the costs and benefits of a certificate of deposit? • What are 2 advantages and 2 disadvantages of using credit? • What types of Credit can be useful?
Enduring Understandings
<ul style="list-style-type: none"> • Credit worthiness is an important aspect of financial planning. • Savings and investing is important to start as soon as possible. • Rainy Day funds can reduce the cost of having to use credit. • Credit is not a bad thing, but the misuse of credit IS harmful.

In this unit plan, the following 21st Century themes and skills are addressed.																			
<i>Check all that apply.</i> 21st Century Themes	<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> 21st Century Skills																		
<table border="1"> <tr><td><input type="checkbox"/></td><td>Global Awareness</td></tr> <tr><td><input type="checkbox"/></td><td>Environmental Literacy</td></tr> <tr><td><input type="checkbox"/></td><td>Health Literacy</td></tr> <tr><td><input type="checkbox"/></td><td>Civic Literacy</td></tr> <tr><td>X</td><td>Financial, Economic, Business, and Entrepreneurial Literacy</td></tr> </table>	<input type="checkbox"/>	Global Awareness	<input type="checkbox"/>	Environmental Literacy	<input type="checkbox"/>	Health Literacy	<input type="checkbox"/>	Civic Literacy	X	Financial, Economic, Business, and Entrepreneurial Literacy	<table border="1"> <tr><td>E</td><td>Creativity and Innovation</td></tr> <tr><td>T</td><td>Critical Thinking and Problem Solving</td></tr> <tr><td>T</td><td>Communication</td></tr> <tr><td>T</td><td>Collaboration</td></tr> </table>	E	Creativity and Innovation	T	Critical Thinking and Problem Solving	T	Communication	T	Collaboration
<input type="checkbox"/>	Global Awareness																		
<input type="checkbox"/>	Environmental Literacy																		
<input type="checkbox"/>	Health Literacy																		
<input type="checkbox"/>	Civic Literacy																		
X	Financial, Economic, Business, and Entrepreneurial Literacy																		
E	Creativity and Innovation																		
T	Critical Thinking and Problem Solving																		
T	Communication																		
T	Collaboration																		
Student Learning Targets/Objectives (Students will know/Students will understand)																			
<ul style="list-style-type: none"> • The different types of financial institutions. • How to identify the parts to a check and write out a check, record the transaction and reconcile at the end of the month. • Explain the meaning of consumer credit. • Differentiate between closed-end and open-end credit. • Name the 5 C's of credit and how to build, protect and keep your credit rating. • Name the 3 major credit reporting agencies. 																			
Assessments (Pre, Formative, Summative, Other)	<i>Denote required common assessments with an *</i>																		
Webquests End of Chapter Questions Current Events Enrichment/Application Activities Summative Assessments Unit Test Research Projects Portfolio Assessments																			
<i>Teaching and Learning Activities</i>																			

<i>Suggested Activities</i>	Workbook Activities Section Quizzes Projects Internet Extension Assignments www.financeintheclassroom.com Unit on Checking www.ngpf.org FICO Credit Scores
<i>Differentiation Strategies</i>	Resources based on skill level Craft additional prompts to support reading and writing comprehension and extension Additional readings and resources provided for support and extension Guided reading questions/notes Flexible groups based on formative assessment or student choice One:One conferring with teacher Choice of reading, when appropriate Differentiated checklists and rubrics (if appropriate) Chunked assignments Extended time, when appropriate Level of independence Study Guides for Quizzes and Tests Differentiation Strategies for Special Education Students Differentiation Strategies for Gifted and Talented Students Differentiation Strategies for ELL Students Differentiation Strategies for At Risk Students
Resources	
<ul style="list-style-type: none"> ● www.moneyskill.org ● jumpstart.org/activities-an-initiatives.html ● www.fdic.gov/consumers/consumer/moneystart/overview.html ● www.frbsf.org/community/webresources/bankersguide.pdf ● www.practicalmoneyskills.com ● www.uen.org/cc/uen/pub/displayCoreCourse.action ● www.alexlearning.com ● www.econedlink.com ● www.moneyinstructor.com ● www.everfi.com 	

**Wayne School District
Curriculum Format**

Content Area/ Grade Level/ Course:	Business Education/Grades 9-12/Financial Literacy
Unit Plan Title:	Investing Financial Resources
Time Frame	3 Weeks

Anchor Standards/Domain* Career & Technical Education (CTE), Content Area: 21st Century Life and Careers, Personal Financial Literacy. Career Ready Practices.

Standard 8.2 Design Thinking: This standard, previously standard 8.2 Technology Education of the 2014 NJSL – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts.

Career Readiness, Life Literacies, and Key Skills Practices: Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind 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. These practices should be taught and reinforced in all content areas with increasingly higher levels of complexity and expectation as a student advances through a program of study.

Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training: This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.3: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

Standard 9.4 Life Literacies and Key Skills: This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Unit Summary

This unit describes how to put financial plans into action through investing. The unit discusses how investing can increase resources, which is an important part of achieving financial goals. In the chapter, students learn how to prepare for a savings or an investment program, identify investment alternatives, and obtain investment information. The chapter explains the difference between common and preferred stocks, how to evaluate stocks, and how to buy and sell stocks. The chapter also describes corporate bonds, government bonds, and mutual funds. The chapter explores the advantages and disadvantages of real estate investments as well as alternative investments, such as precious metals, gems, and collectables.

Standard Number(s)

Standard 8.2 Design Thinking:

8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

Career Readiness, Life Literacies, and Key Skills Practices

- Act as a responsible and contributing community members and employee.
- Attend to financial well-being.

- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

Standard 9.1 Personal Financial Literacy:

9.1.12.CFR.1: 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.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.

9.1.12.CFR.3: Research companies with corporate governance policies supporting the common good and human rights.

9.1.12.CFR.4: Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.

9.1.12.EG.1: Review the tax rates on different sources of income and on different types of products and services purchased.

9.1.12.EG.2: Explain why various forms of income are taxed differently.

9.1.12.EG.4: Explain the relationship between your personal financial situation and the broader economic and governmental policies.

9.1.12.FP.1: Create a clear long-term financial plan to ensure its alignment with your values.

9.1.12.FP.2: Explain how an individual's financial values and goals may change across a lifetime and the adjustments to the personal financial plan that may be needed.

9.1.12.FP.3: Relate the concept of delayed gratification (i.e., psychological distance) to meeting financial goals, investing and building wealth over time.

9.1.12.FP.4: Identify how unconscious beliefs like "money scripts" (money avoidant, money worship, money status, money vigilant) influence financial decision-making.

9.1.12.FP.5: Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.

9.1.12.FP.6: Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.

9.1.12.FP.7: Determine how multiple sources of objective, accurate and current financial information affect the prioritization of financial decisions (e.g., print information, prospectus, certified financial planners, internet, sales representatives, etc.).

9.1.12.PB.1: Explain the difference between saving and investing.

9.1.12.PB.2: Prioritize financial decisions by considering alternatives and possible consequences.

9.1.12.PB.3: Design a personal budget that will help you reach your long-term and short-term financial goals.

9.1.12.PB.4: Explain how you would revise your budget to accommodate changing circumstances.

9.1.12.PB.6: Describe and calculate interest and fees that are applied to various forms of spending, debt and saving.

Standard 9.2 Career Awareness, Exploration, Preparation and Training:

9.2.12.CAP.14: 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.

Standard 9.3:

- 9.3.12.FN.1: Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision making in the finance industry.
- 9.3.12. FN.2: Utilize tools, strategies and systems to plan, monitor, manage and maintain the use of financial resources
- 9.3.12. FN.3: Plan, staff, lead and organize human resources in finance to enhance employee productivity and job satisfaction.
- 9.3.12.FN.6: Plan, monitor and manage day-to-day activities to ensure effective and efficient finance operations.

Standard 9.4 Life Literacies and Key Skills:

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.
- 9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.

Essential Question(s)

- What factors might affect your investment choices?
- What is the difference between the primary and secondary stock markets?
- What are the 3 pieces of information about corporate bonds that you could find in the bond section of a newspaper?
- Why is compounding interest better than the Simple Interest Method?
- Why is holding a bond safer than owning stock?
- Why can't bond holders vote on a company's Board of Directors?

Enduring Understandings

- Identifying sources of information for selecting bond investments is important.
- Corporations have reasons for issuing bonds.
- The difference between Stocks and Bonds
- Power of compounding investment returns on the Bottom line.

In this unit plan, the following 21st Century themes and skills are addressed.

Check all that apply. 21 st Century Themes		Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill. 21 st Century Skills	
<input type="checkbox"/>	Global Awareness	<input type="checkbox"/>	Creativity and Innovation
<input type="checkbox"/>	Environmental Literacy	<input type="checkbox"/>	Critical Thinking and Problem Solving
<input type="checkbox"/>	Health Literacy	<input type="checkbox"/>	Communication
<input type="checkbox"/>	Civic Literacy	<input type="checkbox"/>	Collaboration
<input checked="" type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/Students will understand)

- How stocks are bought and sold.
- The factors that affect stock prices.

- Identify factors that affect your investment choices.
- Explain the reasons for investing in common & preferred stock

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

- Webquests
- End of Chapter Questions
- Current Events
- Enrichment/Application Activities Summative Assessments
- Unit Test
- Research Projects
- Portfolio Assessments

Teaching and Learning Activities

Suggested Activities

- Workbook Activities**
- Section Quizzes**
- Projects**
- Internet Extension Assignments**
- www.savandinvest.org Money Math for Teens
- www.ngpf.org Stock Prices and Industries in the S&P 500

Differentiation Strategies

- Resources based on skill level
- Craft additional prompts to support reading and writing comprehension and extension
- Additional readings and resources provided for support and extension
- Guided reading questions/notes
- Flexible groups based on formative assessment or student choice
- One:One conferring with teacher
- Choice of reading, when appropriate
- Differentiated checklists and rubrics (if appropriate)
- Chunked assignments
- Extended time, when appropriate
- Level of independence
- Study Guides for Quizzes and Tests
- [Differentiation Strategies for Special Education Students](#)
- [Differentiation Strategies for Gifted and Talented Students](#)
- [Differentiation Strategies for ELL Students](#)
- [Differentiation Strategies for At Risk Students](#)

Resources

- www.moneyskill.org
- jumpstart.org/activities-an-initiatives.html
- www.fdic.gov/consumers/consumer/moneystart/overview.html
- www.frbsf.org/community/webresources/bankersguide.pdf
- www.practicalmoneyskills.com
- www.uen.org/cc/uen/pub/displayCoreCourse.action
- www.alexlearning.com
- www.econedlink.com
- www.moneyinstructor.com
- www.investopedia.com
- www.everfi.com

**Wayne School District
Curriculum Format**

Content Area/ Grade Level/ Course:	Business Education/Grades 9-12/Financial Literacy
Unit Plan Title:	Stock Market Simulation
Time Frame	2 Weeks
Anchor Standards/Domain* Career & Technical Education (CTE), Content Area: 21st Century Life and Careers, Personal Financial Literacy. Career Ready Practices.	
<p>Standard 8.2 Design Thinking: This standard, previously standard 8.2 Technology Education of the 2014 NJSL – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts.</p> <p>Career Readiness, Life Literacies, and Key Skills Practices: Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind 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. These practices should be taught and reinforced in all content areas with increasingly higher levels of complexity and expectation as a student advances through a program of study.</p> <p>Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</p> <p>Standard 9.2 Career Awareness, Exploration, Preparation and Training: This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</p> <p>Standard 9.3: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</p> <p>Standard 9.4 Life Literacies and Key Skills: This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.</p>	
Unit Summary	
<p>This unit will be project based and students will have to research and create a stock portfolio. Students will have to base all prior knowledge and select companies of choice. They will track three companies for thirty days and record its daily closing price. Students will then calculate whether they have a profit or loss. Research the company's history, market trends, product line and present to the class.</p>	
Standard Number(s)	

Standard 8.2 Design Thinking:

8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

Career Readiness, Life Literacies, and Key Skills Practices

- Act as a responsible and contributing community members and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

Standard 9.1 Personal Financial Literacy:

9.1.12.CFR.1: 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.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.

9.1.12.CFR.3: Research companies with corporate governance policies supporting the common good and human rights.

9.1.12.CFR.4: Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.

9.1.12.CDM.8: Compare and compute interest and compound interest and develop an amortization table using business tools.

9.1.12.CP.6: Explain the effect of debt on a person's net worth.

9.1.12.EG.2: Explain why various forms of income are taxed differently.

9.1.12.EG.5: Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities.

9.1.12.FI.3: Develop a plan that uses the services of various financial institutions to prepare for long term personal and family goals (e.g., college, retirement).

9.1.12.FP.3: Relate the concept of delayed gratification (i.e., psychological distance) to meeting financial goals, investing and building wealth over time.

9.1.12.FP.4: Identify how unconscious beliefs like "money scripts" (money avoidant, money worship, money status, money vigilant) influence financial decision-making.

9.1.12.FP.5: Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.

9.1.12.FP.6: Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.

9.1.12.FP.7: Determine how multiple sources of objective, accurate and current financial information affect the prioritization of financial decisions (e.g., print information, prospectus, certified financial planners, internet, sales representatives, etc.).

9.1.12.PB.1: Explain the difference between saving and investing.

9.1.12.PB.2: Prioritize financial decisions by considering alternatives and possible consequences.

9.1.12.PB.6: Describe and calculate interest and fees that are applied to various forms of spending, debt and saving.

9.1.12.RM.1: Describe the importance of various sources of income in retirement, including Social Security, employer-sponsored retirement savings plans, and personal investments.

- 9.1.12.RM.2: Identify types of investments appropriate for different objectives such as liquidity, income, and growth.
- 9.1.12.RM.3: Compare the cost of various types of insurance (e.g., life, homeowners, motor vehicle) for the same product or service, strategies to lower costs, and the process for filing an insurance claim.
- 9.1.12.RM.7: Evaluate individual and family needs for insurance protection using opportunity-cost analysis to determine if the amount of protection is adequate or over-insured.

Standard 9.2 Career Awareness, Exploration, Preparation and Training:

9.2.12.CAP.14: 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.

Standard 9.3:

- 9.3.12.FN.1: Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision making in the finance industry.
- 9.3.12. FN.2: Utilize tools, strategies and systems to plan, monitor, manage and maintain the use of financial resources
- 9.3.12. FN.3: Plan, staff, lead and organize human resources in finance to enhance employee productivity and job satisfaction.
- 9.3.12.FN.6: Plan, monitor and manage day-to-day activities to ensure effective and efficient finance operations.

Standard 9.4 Life Literacies and Key Skills:

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.
- 9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.

Essential Question(s)

- What are trading techniques that are used by investors and speculators?
- Why is it important to be directly involved in your investment program?

Enduring Understandings

- Choosing a stock should be products that you the consumer use on a daily basis. (For example, Nike)
- They can look up stocks on the Internet

In this unit plan, the following 21st Century themes and skills are addressed.

Check all that apply. 21 st Century Themes		Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill. 21 st Century Skills	
<input type="checkbox"/>	Global Awareness	<input type="checkbox"/>	Creativity and Innovation
<input type="checkbox"/>	Environmental Literacy	<input type="checkbox"/>	Critical Thinking and Problem Solving
<input type="checkbox"/>	Health Literacy	<input type="checkbox"/>	Communication
<input type="checkbox"/>	Civic Literacy	<input type="checkbox"/>	Collaboration
<input checked="" type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/Students will understand)

- How to request and study an annual report from each company.

- How to buy and sell stocks and the different types of brokerages firms.
- Examine how to watch their prices change and graph their progress daily.
- Make informed investment decisions based on public information.

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

Webquests

End of Chapter Questions

Current Events

Enrichment/Application Activities Summative Assessments

Unit Test

Research Projects

Portfolio Assessments

Teaching and Learning Activities

Suggested Activities

Workbook Activities

Section Quizzes

Projects

Internet Extension Assignments

www.nea.org How are Stock Prices Determined

www.uen.org Savings VS Investing

Differentiation Strategies

Resources based on skill level

Craft additional prompts to support reading and writing comprehension and extension

Additional readings and resources provided for support and extension

Guided reading questions/notes

Flexible groups based on formative assessment or student choice

One:One conferring with teacher

Choice of reading, when appropriate

Differentiated checklists and rubrics (if appropriate)

Chunked assignments

Extended time, when appropriate

Level of independence

Study Guides for Quizzes and Tests

[Differentiation Strategies for Special Education Students](#)

[Differentiation Strategies for Gifted and Talented Students](#)

[Differentiation Strategies for ELL Students](#)

[Differentiation Strategies for At Risk Students](#)

Resources

- www.moneyskill.org
- jumpstart.org/activities-an-initiatives.html
- www.fdic.gov/consumers/consumer/moneystart/overview.html
- www.frbsf.org/community/webresources/bankersguide.pdf
- www.practicalmoneyskills.com
- www.uen.org/cc/uen/pub/displayCoreCourse.action
- www.alexlearning.com
- www.econedlink.com
- www.moneyinstructor.com
- www.stockmarketgame.com

**Wayne School District
Curriculum Format**

Content Area/ Grade Level/ Course:	Business Education/Grades 9-12/Financial Literacy
Unit Plan Title:	Protecting Your Finances: Insurance and Tax Planning
Time Frame	3 Weeks

Anchor Standards/Domain* Career & Technical Education (CTE), Content Area: 21st Century Life and Careers, Personal Financial Literacy. Career Ready Practices.

Standard 8.2 Design Thinking: This standard, previously standard 8.2 Technology Education of the 2014 NJSLS – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts.

Career Readiness, Life Literacies, and Key Skills Practices: Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind 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. These practices should be taught and reinforced in all content areas with increasingly higher levels of complexity and expectation as a student advances through a program of study.

Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.3: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

Standard 9.4 Life Literacies and Key Skills: This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Unit Summary

This unit introduces students to basic information about protecting financial resources. The chapter explain that students will learn about preparing a federal income tax return and selecting the best tax strategies for current and future financial and personal needs. The chapter explains and discusses home and motor vehicle insurance, and the chapter also describes health, disability, and life insurance. The unit concludes with the last chapter, which discusses protecting students' future financial resources for retirement and explains the importance of estate planning.

Standard Number(s)

Standard 8.2 Design Thinking:

8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source

technologies has had on innovation and on a society's economy, politics, and culture.

Career Readiness, Life Literacies, and Key Skills Practices

- Act as a responsible and contributing community members and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.

Standard 9.1 Personal Financial Literacy:

9.1.12.CP.8: Identify different ways you can protect your credit.

9.1.12.CP.9: Analyze the information contained in a credit report, how scores are calculated and used, and explain the importance of disputing inaccurate entries.

9.1.12.EG.6: Analyze the rights and responsibilities of buyers and sellers under consumer protection laws.

9.1.12.FI.1: Identify ways to protect yourself from identity theft

9.1.12.FI.2: Explain ways to manage your accounts that maximize benefits and provide you with the utmost protection.

9.1.12.FI.3: Develop a plan that uses the services of various financial institutions to prepare for long term personal and family goals (e.g., college, retirement).

9.1.12.FI.4: Research benefits and drawbacks of products offered by financial and non-financial companies (e.g., banks, credit unions, check-cashing stores, product warranty insurance).

9.1.12.RM.3: Compare the cost of various types of insurance (e.g., life, homeowners, motor vehicle) for the same product or service, strategies to lower costs, and the process for filing an insurance claim.

9.1.12.RM.4: Determine when and why it may be appropriate for the government to provide insurance coverage rather than private industry.

9.1.12.RM.5: Explain what self-insuring is and determine when it's appropriate.

9.1.12.RM.6: Differentiate the costs, benefits and features (e.g., riders, deductibles, umbrella policies) of renters and homeowners insurance.

9.1.12.RM.7: Evaluate individual and family needs for insurance protection using opportunity-cost analysis to determine if the amount of protection is adequate or over-insured.

Standard 9.3:

9.3.12.FN.1: Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision making in the finance industry.

9.3.12. FN.2: Utilize tools, strategies and systems to plan, monitor, manage and maintain the use of financial resources

9.3.12. FN.3: Plan, staff, lead and organize human resources in finance to enhance employee productivity and job satisfaction.

9.3.12.FN.6: Plan, monitor and manage day-to-day activities to ensure effective and efficient finance operations.

Standard 9.4 Life Literacies and Key Skills:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.

9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.

Essential Question(s)

- **What is taxable income?**
- **What are the steps to complete a W-4 form?**

- What are the 3 main types of motor vehicle insurance that cover bodily insurance?
- What is the purpose of life insurance?
- Who will use various life Insurance products?
- Why do tax brackets increase with income?
- The difference between taxable income and effective tax rate and which one is more important?

Enduring Understandings

- Tax planning is important.
- The importance of Schedule A (Itemized Deductions)
- Our Tax System is based on a sliding scale
- Our tax system is constant changing with politics
- The difference between Liability and Collision Insurance
- Insurance protects you from financial loss
- The use of various life Insurance products
- Liability Coverage is mandatory in the State of NJ
- The appropriate amount of Life/Auto Insurance

In this unit plan, the following 21st Century themes and skills are addressed.

<i>Check all that apply.</i> 21st Century Themes		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> 21st Century Skills	
<input type="checkbox"/>	Global Awareness	<input type="checkbox"/> E	Creativity and Innovation
<input type="checkbox"/>	Environmental Literacy	<input type="checkbox"/> T	Critical Thinking and Problem Solving
<input type="checkbox"/>	Health Literacy	<input type="checkbox"/> T	Communication
<input type="checkbox"/>	Civic Literacy	<input type="checkbox"/> T	Collaboration
<input checked="" type="checkbox"/> X	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/Students will understand)

- How to identify tax strategies.
- The types of federal income tax forms.
- Identify important types of motor vehicle insurance coverage.
- Analyze the factors that influence the amount of coverage and cost of home insurance.

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

- Webquests
- End of Chapter Questions
- Current Events
- Enrichment/Application Activities Summative Assessments
- Unit Test
- Research Projects
- Portfolio Assessments

Teaching and Learning Activities

Workbook Activities

<i>Suggested Activities</i>	Section Quizzes Projects Internet Extension Assignments www.ngpf.org Completing a 1040EZ Form www.financeintheclassroom.com Life and Auto Insurance the basics
<i>Differentiation Strategies</i>	Resources based on skill level Craft additional prompts to support reading and writing comprehension and extension Additional readings and resources provided for support and extension Guided reading questions/notes Flexible groups based on formative assessment or student choice One:One conferring with teacher Choice of reading, when appropriate Differentiated checklists and rubrics (if appropriate) Chunked assignments Extended time,when appropriate Level of independence Study Guides for Quizzes and Tests Differentiation Strategies for Special Education Students Differentiation Strategies for Gifted and Talented Students Differentiation Strategies for ELL Students Differentiation Strategies for At Risk Students
Resources	
<ul style="list-style-type: none"> ● www.moneyskill.org ● jumpstart.org/activities-an-initiatives.html ● www.fdic.gov/consumers/consumer/moneystart/overview.html ● www.frbsf.org/community/webresources/bankersguide.pdf ● www.practicalmoneyskills.com ● www.uen.org/cc/uen/pub/displayCoreCourse.action ● www.alexlearning.com ● www.econedlink.com ● www.moneyinstructor.com ● www.financeintheclassroom.com 	

**Wayne School District
Curriculum Format**

Content Area/ Grade Level/ Course:	Business Education/Grades 9-12/Financial Literacy
Unit Plan Title:	Consumer Purchasing
Time Frame	2 Weeks

Anchor Standards/Domain* Career & Technical Education (CTE), Content Area: 21st Century Life and Careers, Personal Financial Literacy. Career Ready Practices.

Standard 8.2 Design Thinking: This standard, previously standard 8.2 Technology Education of the 2014 NJSL – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts.

Career Readiness, Life Literacies, and Key Skills Practices: Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind 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. These practices should be taught and reinforced in all content areas with increasingly higher levels of complexity and expectation as a student advances through a program of study.

Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.3: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

Standard 9.4 Life Literacies and Key Skills: This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Unit Summary

This unit introduces students to the concept of consumer buying decisions and the economic, social and personal factors that influence buying habits. Students will begin a research-based approach to buying and how it involves identifying needs, gathering information, becoming aware of the marketplace, weighing the alternatives, and then makes the purchase. The purchase may involve negotiation, and then the student must determine whether to pay cash or use credit.

Standard Number(s)

Standard 8.2 Design Thinking:

8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

Career Readiness, Life Literacies, and Key Skills Practices

- Act as a responsible and contributing community members and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.

Standard 9.1 Personal Financial Literacy:

9.1.12.CP.1: Summarize how one's credit history can affect finances, including loan terms, employment, and qualifying for loans.

9.1.12.CP.2: Identify the advantages of maintaining a positive credit history.

9.1.12.CP.3: Summarize factors that affect a positive credit rating, including on-time payments, debt versus available credit, length of open credit, and how often you apply for credit.

9.1.12.CP.4: Identify the skill sets needed to build and maintain a positive credit profile.

9.1.12.CP.5: Create a plan to improve and maintain an excellent credit rating.

9.1.12.CP.6: Explain the effect of debt on a person's net worth.

9.1.12.CP.7: Summarize factors that affect a particular credit scoring system.

9.1.12.CP.8: Identify different ways you can protect your credit.

9.1.12.CP.9: Analyze the information contained in a credit report, how scores are calculated and used, and explain the importance of disputing inaccurate entries.

9.1.12.FI.1: Identify ways to protect yourself from identify theft.

9.1.12.FI.2: Explain ways to manage your accounts that maximize benefits and provide you with the utmost protection.

9.1.12.FI.3: Develop a plan that uses the services of various financial institutions to prepare for long term personal and family goals (e.g., college, retirement).

9.1.12.FI.4: Research benefits and drawbacks of products offered by financial and non-financial companies (e.g., banks, credit unions, check-cashing stores, product warranty insurance).

9.1.12.FP.1: Create a clear long-term financial plan to ensure its alignment with your values.

9.1.12.FP.2: Explain how an individual's financial values and goals may change across a lifetime and the adjustments to the personal financial plan that may be needed.

9.1.12.FP.3: Relate the concept of delayed gratification (i.e., psychological distance) to meeting financial goals, investing and building wealth over time.

9.1.12.FP.4: Identify how unconscious beliefs like "money scripts" (money avoidant, money worship, money status, money vigilant) influence financial decision-making.

9.1.12.FP.5: Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.

9.1.12.FP.6: Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.

9.1.12.FP.7: Determine how multiple sources of objective, accurate and current financial information affect the prioritization of financial decisions (e.g., print information, prospectus, certified financial planners, internet, sales representatives, etc.).

9.1.12.PB.1: Explain the difference between saving and investing.

9.1.12.PB.2: Prioritize financial decisions by considering alternatives and possible consequences.

9.1.12.PB.3: Design a personal budget that will help you reach your long-term and short-term financial goals.

9.1.12.PB.4: Explain how you would revise your budget to accommodate changing circumstances.

9.1.12.PB.5: Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget.

9.1.12.PB.6: Describe and calculate interest and fees that are applied to various forms of spending, debt and saving.

Standard 9.3:

9.3.12.FN.1: Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision making in the finance industry.

9.3.12.FN.2: Utilize tools, strategies and systems to plan, monitor, manage and maintain the use of financial resources

9.3.12.FN.3: Plan, staff, lead and organize human resources in finance to enhance employee productivity and job satisfaction.

9.3.12.FN.6: Plan, monitor and manage day-to-day activities to ensure effective and efficient finance operations.

Standard 9.4 Life Literacies and Key Skills:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.

Essential Question(s)

- What are the three economic factors that influence what people buy?
- What are five strategies followed by smart shoppers?
- What are some typical consumer complaints?
- What are some of the advantages and disadvantages of taking a consumer dispute to small claims court?

Enduring Understandings

- Buying decisions are based on several factors.
- Consumers should make buying decisions based on several strategies.
- The difference between a want and a need.
- That role of supply and demand on pricing.

In this unit plan, the following 21st Century themes and skills are addressed.

Check all that apply. 21 st Century Themes		Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill. 21 st Century Skills	
<input type="checkbox"/>	Global Awareness	<input type="checkbox"/> E	Creativity and Innovation
<input type="checkbox"/>	Environmental Literacy	<input type="checkbox"/> T	Critical Thinking and Problem Solving
<input type="checkbox"/>	Health Literacy	<input type="checkbox"/> T	Communication
<input type="checkbox"/>	Civic Literacy	<input type="checkbox"/> T	Collaboration
<input checked="" type="checkbox"/> X	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/Students will understand)

- How to determine the factors that influence buying decisions.
- How to explain a research-based approach to buying goods and services.
- How to identify strategies for making wise buying decisions.
- Identify ways to solve consumer problems.
- Describe the legal alternatives for consumers.
- Understand the difference between a big ticket item and regular purchase
- Distinguish between Durable, Consumable, and Intangible goods

Assessments (Pre, Formative, Summative, Other)

Denote required common assessments with an *

Webquests

End of Chapter Questions

Current Events

Enrichment/Application Activities Summative Assessments Unit Test Research Projects Portfolio Assessments	
<i>Teaching and Learning Activities</i>	
<i>Suggested Activities</i>	Workbook Activities Section Quizzes Projects Internet Extension Assignments www.ngpf.org The influence of advertising
<i>Differentiation Strategies</i>	Resources based on skill level Craft additional prompts to support reading and writing comprehension and extension Additional readings and resources provided for support and extension Guided reading questions/notes Flexible groups based on formative assessment or student choice One:One conferring with teacher Choice of reading, when appropriate Differentiated checklists and rubrics (if appropriate) Chunked assignments Extended time, when appropriate Level of independence Study Guides for Quizzes and Tests Differentiation Strategies for Special Education Students Differentiation Strategies for Gifted and Talented Students Differentiation Strategies for ELL Students Differentiation Strategies for At Risk Students
Resources	
<ul style="list-style-type: none"> ● www.moneyskill.org ● jumpstart.org/activities-an-initiatives.html ● www.fdic.gov/consumers/consumer/moneystart/overview.html ● www.frbsf.org/community/webresources/bankersguide.pdf ● www.practicalmoneyskills.com ● www.uen.org/cc/uen/pub/displayCoreCourse.action ● www.alexlearning.com ● www.econedlink.com ● www.moneyinstructor.com 	