



**Grades 9-10 Business Education/Principles of Business 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/Principles of Business
Unit Plan Title:	Economic Environment and Measuring Economic Activity
Time Frame	5 weeks
Anchor Standards/Domain* Career & Technical Education (CTE), Content Area: 21st Century Life and Careers	
<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 9.4 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	
Upon completion of this unit, students will know the basics of Economic decision making and systems, Economic Activity, Business in the Global Economy and Social responsibility of Businesses and Government.	
Standard Number(s)	
<p>Career Readiness, Life Literacies, and Key Skills Practices Attend to financial well-being. Demonstrate creativity and innovation. Utilize critical thinking to make sense of problems and persevere in solving them. Use technology to enhance productivity, increase collaboration, and communicate effectively.</p> <p>9.1 Personal Financial Literacy 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.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.</p>	

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.

9.2 Career Awareness, Exploration, and Preparation

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.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

9.4 Life Literacies and Key Skills

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

Essential Question(s)

- **What is the difference between needs and wants?**
- **How do changing wants of consumers affect business?**
- **How do wage earners affect business?**
- **Why is the decision-making process important to use when making choices about what to buy?**
- **How do businesses provide people with the opportunity to become wealthy?**
- **How do the decisions you make as a wage earner affect a business?**
- **What country has the highest GDP per capita and the lowest?**
- **What are the economic measures of labor?**
- **What are the economic indicators for consumer spending?**
- **What are the four phases of a business cycle?**
- **What can cause prices to rise(Inflation) or fall(Deflation)?**
- **What is the importance of rising interest rates?**
- **What is the role of the Federal Reserve?**
- **What is the importance of fiscal monetary policy on the economy?**
- **What are the investment activities that promote economic growth?**
- **What is meant by Social Responsibility?**
- **How can you explain borrowing activities by government, businesses and consumers?**

Enduring Understandings

- **Understand that businesses satisfy people's basic needs all the way to their lavish wants.**
- **Understand that competition and profit motivate these businesses to continually strive for your business.**
- **Understand that as consumers develop different wants, new businesses start up to meet those wants; existing businesses lose business if they don't change.**
- **Understand that both profit and competition motivate businesses to meet wants and needs.**
- **Understand that what happens in business and government will make a difference in your and your family's lives as consumers and as workers.**
- **Understanding production, distribution and consumption helps you see how economic factors influence our daily life.**
- **Understand how new jobs are created in our economy.**
- **Understand the impact of work productivity on our standard of living.**
- **Understand how countries specialize based on the types of resources they have.**
- **Understand that a company follows the change in exchange rates to find the best prices for products.**
- **Understand that most countries sell what they produce at home so they often want to keep out foreign competitors.**
- **Understand that to limit competition from other countries, governments put up trade barriers to keep foreign products out.**
- **Understand economic or foreign policy often determines which countries trade with other countries.**
- **Understand a consumer, citizen, employee and business leader of the 21st century must have an understanding of international trade and business in order to be an informed decision maker.**

- Understand that international business and finance has become increasingly important for the consumer, wage earner, investor, citizen and business leader.
- Understanding of international business helps you understand why goods and services are at particular prices.
- Understand that countries need to trade with each other because they cannot produce everything themselves.
- Understand that most businesses of the modern era are subject to security threats and vandalism.
- Understand the role of the Federal Reserve.
- Understand the importance of fiscal monetary policy on the economy.
- Understand the meaning of social responsibility.

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 <i>E-Encouraged</i> , <i>T-Taught</i> , or <i>A-Assessed</i> in this unit by marking <i>E</i> , <i>T</i> , <i>A</i> on the line before the appropriate skill. 21 st Century Skills	
<input checked="" 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)

- List the steps in the decision-making process.
- Describe the business activities that happen for every product or service offered for sale.
- Describe the problem of unlimited wants and limited resources.
- Describe how business decisions determine the jobs that you and other wage earners have.
- Identify how the work of political and social groups and institutions helps you work with others.
- Explain how consumers affect the supply and demand for goods and services.
- Explain how Gross Domestic Product (GDP), GDP per capita and labor productivity are used as measurements of economic performance.
- Describe the four phases of the business cycle.
- Define a tariff, a quota and an embargo.
- Define the foreign exchange market.
- Describe why trade barriers can be a problem.
- Identify different types of economic trade.
- List some of the major trade alliances in the world today.
- Give examples of how countries specialize based on the types of resources they have.
- Explain the role of the Federal Reserve.
- Describe the importance of fiscal monetary policy on the economy.
- Name types of trade between countries other than imports and exports.
- Name four benefits of protectionism.
- Name four benefits of free trade.
- Describe the meaning of social responsibility.

Assessments (Pre, Formative, Summative, Other) Denote required common assessments with an *

<ul style="list-style-type: none"> ● Quizzes ● Tests ● Worksheets ● Projects/Presentations ● Class discussions & Q & A ● Writing assignments ● Case Studies ● Online assessments 	
<i>Teaching and Learning Activities</i>	
<i>Activities</i>	<ul style="list-style-type: none"> ● Warm-up exercises at the beginning of class ● Class discussions and lecture ● Completion of exercises, problems, and activities – guided, individual, and collaborative ● Research-based, real-world activities ● Assignments utilizing Chromebooks, Google Sheets, and Microsoft Excel
<i>Differentiation Strategies</i>	<p>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</p>
Resources	
<ul style="list-style-type: none"> ● Introduction to Business, 7th Edition (South-Western Cengage Learning) - by: Diabay, Burrow, Kleindl ● Next Gen Personal Finance ● Business Week by Bloomberg ● The Wall Street Journal ● University of Pennsylvania Wharton Business School (High School Edition) ● AFSA Education Foundation ● Practical Money Skills ● FDIC ● www.frbsf.org/community/webresources/bankersguide.pdf ● www.practicalmoneyskills.com ● www.everfi.com 	

Content Area/ Grade Level/ Course:	Business Education/Grades 9-12/Principles of Business
Unit Plan Title:	Business Organization and Management and Entrepreneurship
Time Frame	4 weeks

Anchor Standards/Domain* Career & Technical Education (CTE), Content Area: 21st Century Life and Careers

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 9.4 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

Upon completion of this unit, students will know the basics of a Business Organization, Entrepreneurship, Small Business Management, Management and Leadership, Human Resources, Culture and Diversity and Career Planning and Development.

Standard Number(s)

Career Readiness, Life Literacies, and Key Skills Practices

Attend to financial well-being.

Demonstrate creativity and innovation.

Utilize critical thinking to make sense of problems and persevere in solving them.

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

9.2 Career Awareness, Exploration, and Preparation

9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

9.2.12.CAP.16: Explain why taxes are withheld from income and the relationship of federal, state, and local taxes (e.g., property, income, excise, and sales) and how the money collected is used by local, county, state, and federal governments.

9.2.12.CAP.18: Differentiate between taxable and nontaxable income from various forms of employment (e.g., cash business, tips, tax filing and withholding).

9.2.12.CAP.21: Explain low-cost and low-risk ways to start a business.

9.2.12.CAP.22: Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.

9.2.12.CAP.23: Identify different ways to obtain capital for starting a business.

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

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

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

Essential Question(s)

- **What are the advantages and disadvantages of ‘going solo’ in a business venture?**
- **How can having a partnership help launch and grow a business? Are there any drawbacks?**
- **What are some advantages of a sole proprietorship?**
- **What is the difference between a sole proprietorship and a partnership?**
- **What are the disadvantages of a corporation?**
- **What are some examples of a franchise business?**
- **What types of assistance does the franchisor give a franchisee?**
- **How is a nonprofit organization like and unlike a corporation?**
- **What are the advantages of a cooperative?**
- **What is the difference between a producer and a processor?**
- **What does a manufacturer do with raw or processed goods?**
- **What does an intermediary do?**
- **What are the different management styles?**
- **How many people must be involved in a partnership? Is there a limit on the number of partners a business can have?**
- **What are the characteristics of an entrepreneur?**
- **What is the importance of a business plan?**

Enduring Understandings

- **Understand the types of business ownership and their advantages/ disadvantages.**
- **Understand how the range of goods and services offered to consumers continually changes.**
- **Understand why some businesses succeed while others fail.**
- **Understand social responsibility and business ethics.**
- **Understand the informed consumer and how they make their buying decisions.**
- **Understand the role and function of business in our economy.**
- **Understand the characteristics and creative skills of successful business leaders.**
- **Understand how business affects the everyday lives of citizens.**
- **Understand the production and marketing of goods and services.**

- Understand the different management styles.
- Understand the characteristics of an entrepreneur.
- Understand the components of the business plan.

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	
x	Global Awareness	E	Creativity and Innovation
<input type="checkbox"/>	Environmental Literacy	T	Critical Thinking and Problem Solving
<input type="checkbox"/>	Health Literacy	T	Communication
<input type="checkbox"/>	Civic Literacy	T	Collaboration
X	Financial, Economic, Business, and Entrepreneurial Literacy		

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

- List four advantages of a business organization as a sole proprietorship.
- State the basic reasons for nations doing business with each other.
- Explain protection provided by government.
- Describe how government assists business.
- Explain two ways that government raises money.
- Detail various types of financing for a new business.
- List the different management styles.
- Explain why human resources are important to the success of a small business.
- Identify common sources of financial information for small business.
- Describe the characteristics of an entrepreneur.
- List the components of the business plan.

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

- Quizzes
- Tests
- Worksheets
- Projects/Presentations
- Class discussions & Q & A
- Writing assignments
- Case Studies
- Online assessments

Teaching and Learning Activities

<i>Activities</i>	<ul style="list-style-type: none"> • Warm-up exercises at the beginning of class • Class discussions and lecture • Completion of exercises, problems, and activities – guided, individual, and collaborative • Research-based, real-world activities • Assignments utilizing Chromebooks, Google Sheets, and Microsoft Excel
<i>Differentiation Strategies</i>	Resources based on skill level Craft additional prompts to support reading and writing comprehension and extension

	<p>Additional readings and resources provided for support and extension</p> <p>Guided reading questions/notes</p> <p>Flexible groups based on formative assessment or student choice</p> <p>One:One conferring with teacher</p> <p>Choice of reading, when appropriate</p> <p>Differentiated checklists and rubrics (if appropriate)</p> <p>Chunked assignments</p> <p>Extended time,when appropriate</p> <p>Level of independence</p> <p>Study Guides for Quizzes and Tests</p> <p>Differentiation Strategies for Special Education Students</p> <p>Differentiation Strategies for Gifted and Talented Students</p> <p>Differentiation Strategies for ELL Students</p> <p>Differentiation Strategies for At Risk Students</p>
Resources	
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**Wayne School District
Curriculum Format**

Content Area/ Grade Level/ Course:	Business Education/Grades 9-12/Principles of Business
Unit Plan Title:	Global Business, Business Operations and Marketing
Time Frame	4 weeks
Anchor Standards/Domain* Career & Technical Education (CTE), Content Area: 21st Century Life and Careers	
<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>	

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

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

Upon completion of this unit, students will know the basics of Marketing, Business and Technology, Financial Management, Production, Business Operations and Risk Management.

Standard Number(s)

Career Readiness, Life Literacies, and Key Skills Practices

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.

8.2 Design Thinking

8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.

9.1 Personal Financial Literacy

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

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.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.).

9.2 Career Awareness, Exploration, and Preparation

9.2.12.CAP.21: Explain low-cost and low-risk ways to start a business.

9.2.12.CAP.22: Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.

9.3 Career and Technical Education

9.3.MK.1 Describe the impact of economics, economics systems and entrepreneurship on marketing.

9.3.MK-COM.1 Apply techniques and strategies to convey ideas and information through marketing communications.

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.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations

Essential Question(s)

- What is the global marketplace?
- What are imports? What are exports?
- How is the value of a country's currency determined?
- Why does a country want to export more than it imports?
- Why does global competition often lead to trade disputes?
- What is the difference between protectionism and free trade?
- How are producers and consumers dependent on other countries?
- Is it possible for one country to have a favorable balance of trade with one country and an unfavorable balance of trade with another?
- Do you think companies in the United States need to be protected from unfair foreign trade?
- How does free trade provide consumers with more choices?
- What are the four P's of marketing?
- What are the seven functions of marketing?

Enduring Understandings

- Understand how countries specialize based on the types of resources they have.
- Understand that a company follows the change in exchange rates to find the best prices for products.
- Understand that most countries sell what they produce at home so they often want to keep out foreign competitors.
- Understand other countries might not have the same environmental or human rights standards.
- Understand that to limit competition from other countries, governments put up trade barriers to keep foreign products out.
- Understand economic or foreign policy often determines which countries trade with other countries.
- Understand that globalization stirs up the controversy about what kind of foreign trade policy to uphold.
- Understand a consumer, citizen, employee and business leader of the 21st century must have an understanding of international trade and business in order to be an informed decision maker.
- Understanding of international business and finance has become increasingly important for the consumer, wage earner, investor and citizen and business leader.
- Understanding of international business helps you understand why goods and services are at particular prices.
- Understand that countries need to trade with each other because they cannot produce everything themselves.
- Understand the currency exchange market is made up of different currencies from around the world.
- Understand that to trade with one another, countries have to convert their currency into foreign currency.
- Understand that most businesses of the modern era are subject to security threats and vandalism.
- Understand the four P's of marketing.
- Understand the seven functions of marketing.

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

<i>Check all that apply.</i>		<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 Themes		21st Century Skills	
<input checked="" type="checkbox"/>	Global Awareness	<input type="checkbox"/>	Creativity and Innovation

	Environmental Literacy
	Health Literacy
	Civic Literacy
X	Financial, Economic, Business, and Entrepreneurial Literacy

T	Critical Thinking and Problem Solving
T	Communication
T	Collaboration

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

- Define a tariff, a quota and an embargo.
- Define the foreign exchange market.
- Give an argument for and against having tariffs on imports.
- Describe why trade barriers can be a problem.
- Identify different types of trade.
- List some of the major trade alliances in the world today.
- Give examples of how countries specialize based on the types of resources they have.
- Name types of trade between countries other than imports and exports.
- Name four benefits of protectionism.
- Name four benefits of free trade.
- List the four P's of marketing.
- List the seven functions of marketing.

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

- Quizzes
- Tests
- Worksheets
- Projects/Presentations
- Class discussions & Q & A
- Writing assignments
- Case Studies
- Online assessments

Teaching and Learning Activities

Activities

- Warm-up exercises at the beginning of class
- Class discussions and lecture
- Completion of exercises, problems, and activities – guided, individual, and collaborative
- Research-based, real-world activities
- Assignments utilizing Chromebooks, Google Sheets, and Microsoft Excel

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	
<ul style="list-style-type: none"> ● Introduction to Business, 7th Edition (South-Western Cengage Learning) - by: Dlabay, Burrow, Kleindl ● Next Gen Personal Finance ● Business Week by Bloomberg ● The Wall Street Journal ● University of Pennsylvania Wharton Business School (High School Edition) ● AFSA Education Foundation ● Practical Money Skills ● 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/Principles of Business
Unit Plan Title:	Accounting
Time Frame	5 weeks
Anchor Standards/Domain* Career & Technical Education (CTE), Content Area: 21st Century Life and Careers	
<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 9.3: 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

Upon completion of this unit, students will know the basics of Accounting activity and Accounting careers.

Standard Number(s)

Career Readiness, Life Literacies, and Key Skills Practices

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.

9.1 Personal Financial Literacy

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

9.3 Career and Technical Education

9.3.12.FN.12 Access, evaluate and disseminate financial information to enhance financial decision-making processes.

9.3.12.FN-ACT.3 Process, evaluate and disseminate financial information to assist business decision making.

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.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 major accounting statements?
- What is the financial planning process?
- What is the role of accounting in business and why is accounting called the “language of business.”?
- What is the difference between private and public accounting?
- What is meant by Generally Accepted Accounting Principles (GAAP), what are examples of GAAP, and how are the principles developed?
- What is the accounting equation and how are its parts defined?
- What is a business transaction and how do transactions affect the elements of the accounting equation?
- What is the purpose of an income statement, statement of owner’s equity, balance sheet, and statement of cash flows and how are they prepared?
- How can spreadsheets be used to record transactions in the accounting equation and calculate the balance of the accounts in the accounting equation?

Enduring Understandings

- Understand how to create a balance sheet using a spreadsheet program like Excel or Sheets.
- Understand how to develop a cash flow statement using a spreadsheet program like Excel or Sheets.
- Understand how to describe the financial planning process.
- Understand how to explain actions for implementing a financial plan.
- Understand how to identify actions for reviewing a financial plan.
- Define accounting and describe various fields and career paths in accounting.
- Discuss the role and impact of Generally Accepted Accounting Principles (GAAP) in accounting. Describe a few specific principles.
- State the accounting equation and define its parts.
- Describe the objective of the income statement, statement of owner’s equity, balance sheet, and statement of cash flows.

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 checked="" 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)			
<ul style="list-style-type: none"> ● Create a balance sheet using a spreadsheet program like Excel or Sheets. ● Develop a cash flow statement using a spreadsheet program like Excel or Sheets. ● Describe the nature of a business and the role of accounting in business. ● Summarize the development of accounting principles and relate them to practice. ● State the accounting equation and define each element of the equation. 			
Assessments (Pre, Formative, Summative, Other)		<i>Denote required common assessments with an *</i>	
<ul style="list-style-type: none"> ● Quizzes ● Tests ● Worksheets ● Projects/Presentations ● Class discussions & Q & A ● Writing assignments ● Case Studies ● Online assessments 			
<i>Teaching and Learning Activities</i>			
<i>Activities</i>	<ul style="list-style-type: none"> ● Warm-up exercises at the beginning of class ● Class discussions and lecture ● Completion of exercises, problems, and activities – guided, individual, and collaborative ● Research-based, real-world activities ● Assignments utilizing Chromebooks, Google Sheets, and Microsoft Excel 		
<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		

Resources

- Introduction to Business, 7th Edition (South-Western Cengage Learning) - by: Dlabay, Burrow, Kleindl
- [Next Gen Personal Finance](#)
- [SEC Website](#)
- [AICPA](#)
- <https://www.startheregoplaces.com/>

**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.	
<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 9.4 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 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.</p>	
Standard Number(s)	
<p>Career Readiness, Life Literacies, and Key Skills Practices Attend to financial well-being. Consider the environmental, social and economic impacts of decisions. Demonstrate creativity and innovation.</p>	

Utilize critical thinking to make sense of problems and persevere in solving them.

9.1 Personal Financial Literacy

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.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.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.

9.2 Career Awareness, Exploration, and Preparation

9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.

9.4 Life Literacies and Key Skills

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

Essential Question(s)

- **What are the 6 steps used to create a financial plan?**
- **What is 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"/>	Creativity and Innovation
<input type="checkbox"/>	Environmental Literacy	<input type="checkbox"/>	Critical Thinking and Problem Solving

X

Health Literacy
 Civic Literacy
 Financial, Economic, Business, and Entrepreneurial Literacy

Communication
 Collaboration

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

<i>Activities</i>	Workbook Activities Section Quizzes Projects Internet Extension Assignments
<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

- [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.

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 9.4 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)

Career Readiness, Life Literacies, and Key Skills Practices

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.

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.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.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.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.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.3: Relate the concept of delayed gratification (i.e., psychological distance) to meeting financial goals, investing and building wealth over time.
- 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.
- 9.4 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.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice

Essential Question(s)

- **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

- **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	
<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)

- 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)

*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

Activities

Workbook Activities
Section Quizzes
Projects
Internet Extension Assignments

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.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.

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 9.4 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)

Career Readiness, Life Literacies, and Key Skills Practices

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.

9.1 Personal Financial Literacy

- 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.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.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.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.5: Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.
- 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.RM.2: Identify types of investments appropriate for different objectives such as liquidity, income, and growth.

9.2 Career Awareness, Exploration and Preparation

- 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.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.

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

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.**

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

Check all that apply.
21st Century Themes

Global Awareness

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.

21st Century Skills

Creativity and Innovation

	Environmental Literacy
	Health Literacy
	Civic Literacy
X	Financial, Economic, Business, and Entrepreneurial Literacy

	Critical Thinking and Problem Solving
	Communication
	Collaboration

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

<i>Activities</i>	Workbook Activities Section Quizzes Projects Internet Extension Assignments
<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

- 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>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 9.4 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)	
<p>Career Readiness, Life Literacies, and Key Skills Practices 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.</p> <p>9.1 Personal Financial Literacy: 9.1.12.CFR.3: Research companies with corporate governance policies supporting the common good and human rights.</p>	

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

9.4 Life Literacies and Key Skills

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

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.

<p><i>Check all that apply.</i></p> <p>21st Century Themes</p>		<p><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></p> <p>21st Century Skills</p>	
<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
X	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

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

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 9.4 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)

Career Readiness, Life Literacies, and Key Skills Practices

Attend to financial well-being.

Consider the environmental, social and economic impacts of decisions.

Demonstrate creativity and innovation.

9.1 Personal Financial Literacy:

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.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.6: Differentiate the costs benefits and features (e.g., riders, deductibles, umbrella policies) of renter's and homeowner's 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 New Jersey Department of Education insured.

9.4 Life Literacies and Key Skills

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

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>		<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 Themes		21st Century Skills	
<input type="checkbox"/>	Global Awareness	<input type="checkbox"/> E	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"/> 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

<i>Activities</i>	Workbook Activities Section Quizzes Projects Internet Extension Assignments
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<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
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	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
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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.

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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 9.4 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)

Career Readiness, Life Literacies, and Key Skills Practices

Attend to financial well-being.
 Consider the environmental, social and economic impacts of decisions.
 Demonstrate creativity and innovation.

9.1 Personal Financial Literacy:

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

9.4 Life Literacies and Key Skills

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

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"/>	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 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

Teaching and Learning Activities

Activities

Workbook Activities
Section Quizzes
Projects
Internet Extension Assignments

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
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Differentiated checklists and rubrics (if appropriate)
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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