

**Personal Finance
Curriculum Guide**

**BLOOMFIELD PUBLIC SCHOOLS
Bloomfield, New Jersey 07003**

Curriculum Guide

**Personal Finance
Grades 9-12**

Prepared by:

Jo Ann Bonfante

Joanne Decker, Director of Student Achievement

Salvatore Goncalves, Superintendent of Schools

Board Approved: September 8, 2015

Personal Finance Curriculum Guide

Introduction:

PERSONAL FINANCE is a semester class that is developed to meet the newly defined needs described by NJDOE in their planning for Secondary Education Transformation. Secondary education redesign focuses on raising the bar for all students so that every child is prepared for success in this rapidly changing, technologically-driven, globally competitive world. In this planning it is acknowledged that new skills are needed for a global economy. Innovative industries and firms and high-growth jobs require more educated workers with the ability to respond creatively to complex problems, communicate effectively, manage information and work in teams to produce new knowledge and innovation. In order to succeed in college level courses without remediation and to enter the workforce ready to learn job-specific skills, preparation must be the same for all students. Within the context of core knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration.

The content of **PERSONAL FINANCE** will fulfill the NJDOE 2.5-credit requirement developed to address two key areas: personal finance and economics. Much of the content will involve applications of mathematics and Standard 9.2 (Financial Literacy). In addition, **PERSONAL FINANCE** course will be the base for the process of developing Personalized Student Learning Plans, a State project which is intended to focus on student interests, aptitudes, and goals rather than on specific accommodations and modifications that address learning disabilities.

Addressing financial literacy education has become a top priority for New Jersey school districts. To better prepare students for the economic realities of adulthood, the New Jersey State Board of Education adopted revisions to its state graduation requirements and Core Curriculum Content Standards (CCCS). Beginning the 2010-2011 school year, incoming freshmen will be required to take a one-semester course focusing on financial, economic, business and entrepreneurial literacy to help them meet new demands and expectations from employers and higher education institutions. **PERSONAL FINANCE** is a course that will meet this requirement.

Overarching Understandings: Basic knowledge of the theoretical with practical, real-life decisions about employment options, consumer choices, and business and personal finance will provide an understanding of basic economic concepts and principles to help students to become better informed and more active citizens.

Established Goals: Core Curriculum Content Standards

<http://www.state.nj.us/education/cccs/2014/>

Personal Finance Curriculum Guide

Course Identify	Personal Finance	Grade Level	9 th -12 th
Unit #, Title	Unit One: Income- Learning to Earn	Time Frame	12 Days
Standards			
<p><u>Content:</u></p> <p>9.1.12.A.1 Differentiate among the types of taxes and employee benefits.</p> <p>9.1.12.A.2 Differentiate between taxable and nontaxable income.</p> <p>9.1.12.A.3 Analyze the relationship between various careers and personal earning goals.</p> <p>9.1.12.A.4 Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.</p> <p>9.1.12.A.5 Analyze how the economic, social, and political conditions of a time period can affect the labor market.</p> <p>9.1.12.A.6 Summarize the financial risks and benefits of entrepreneurship as a career choice.</p> <p>9.1.12.A.7 Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.</p> <p>9.1.12.A.8 Analyze different forms of currency and how currency is used to exchange goods and services.</p> <p>9.1.12.A.9 Analyze how personal and cultural values impact spending and other financial decisions.</p> <p>9.1.12.A.10 Demonstrate how exemptions and deductions can reduce taxable income.</p> <p>9.1.12.A.11 Explain the relationship between government programs and services and taxation.</p> <p>9.1.12.A.12 Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.</p> <p>9.1.12.A.13 Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.</p> <p>9.2.12.C.1 Review career goals and determine steps necessary for attainment.</p> <p>9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.</p> <p>9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.</p> <p>9.2.12.C.6 Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.</p> <p>9.2.12.C.7 Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.</p>			

**Personal Finance
Curriculum Guide**

- 9.2.12.C.8** Assess the impact of litigation and court decisions on employment laws and practices.
9.2.12.C.9- Analyze the correlation between personal and financial behavior and employability.

- CRP1-** Act as a responsible and contributing citizen and employee
CRP2- Apply appropriate academic and technical skills.
CRP3- Attend to personal health and financial well-being.
CPR4- Communicate clearly and effectively and with reason.
CPR5- Consider the environmental, social, and economic impacts of decisions.
CPR6- Demonstrate creativity and innovation.
CPR7- Employ valid and reliable research strategies.
CPR8- Use critical thinking to make sense of problems and persevere in solving them.
CPR9- Model integrity, ethical leadership, and effective management.
CPR10- Plan education and career paths aligned to personal goals.
CPR11- Use technology to enhance productivity.
CPR12- Work productively in teams while using cultural global competence

Common Core

Reading Standards:

- R9-10.1** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- R9-10.2** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- R9-10.3** Analyze in detail a series of events explained in a text; determine whether earlier events caused later ones or simply preceded them.
- R9-10.6** Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- R9-10.9** Compare and contrast treatments of the same topic in several primary and secondary sources.

Writing Standards:

- W9-10.1.** Writing arguments to support claims in an analysis of substantive topic or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.

Personal Finance Curriculum Guide

W9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organizations, and analysis of content.

W9-10.4. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience.

W9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W9-10.6 Use technology including the internet to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link other information and to display information flexibly and dynamically.

W9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem, narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively, assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

W9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Essential Questions	Enduring Understandings
EQ1: How do careers affect income and lifestyle? How can I be a good worker? How can I plan for my long-term career?	EU1: Careers affect income and lifestyle Success on the job and in long-term career planning
Content Vocabulary	Academic Vocabulary

**Personal Finance
Curriculum Guide**

Wages Salary Tip Commission Entrepreneur Sole proprietorship Partnership Corporation Investing Grants Royalties Inheritance Plan of action Job Leads Networking Employment Agencies Portal Site Application Form Personal Data Sheet Work Permit Resume Keywords Cover Letter Interview Credit Score Form W-4	Tax allowances Exemptions Exempt status Company policy handbook Gross pay Overtime Deductions Net pay Flextime Job sharing Telecommuting Wi-Fi Mentor In-service training Community College Trade School Learning Networks Entrepreneurship Franchise Franchisor Franchisee Articles of incorporation Limited Liability Corporation (LLC)	Appraise Background Classify Comparison Critique Determine Evaluate Discriminate Evidence	Employ Evaluate Formulate Identify Inference Significance Visualization
---	---	---	---

**Personal Finance
Curriculum Guide**

Objectives Content/Skill	Strategies/Tasks	Assessment(s)
Evaluate career planning as a way to maximize earnings Identify two ways of learning about financial aid for students Explain the most important lesson to learn about handling personal finances Evaluate how work will affect their family and their choice of friends Identify the best sources of job leads Identify three traditional sources of job leads Identify three online job sites Explain what information is usually requested on an application form Identify the legal document that is required before someone can be employed Explain how keywords can help in obtaining a job Identify the legal document that is required before someone can be employed	Read textbook Vocabulary support Online study guide Online practice tests Online activities www.emcp.net/finance http://www.emcp.com/electronic_resource_centers/index.php?GroupID=6706 Power-Practice: Interactive Student CD Microsoft PowerPoint Lectures CD Examine interests, values, and personality via interest inventories. Use Naviance, or other program, and will complete the personality type inventory, career interest profiler, and career key. www.naviance.com Students will determine what is important to them in a career. Students will pick 1-3 career(s) and examine its income and lifestyle to ensure it matches up with their own goals. Students will visit the following websites to learn about careers www.careerclusters.org www.bls.gov/oco/ Find job leads and fill out job leads card Network with others Visit online job websites such as www.rileyguide.com www.careeronestop.org www.usajobs.gov	

Personal Finance Curriculum Guide

<p>Explain how keywords can help in obtaining a job interview</p> <p>Explain the setting in which employers usually make hiring decisions</p> <p>Identify three things to do when getting ready for a job interview</p> <p>Identify six ways to make a good impression in an interview</p>	<p>hunt.org www.monster.com www.careerbulider.com www.hotjobs.com</p> <p>Fill out job application</p> <p>Create a resume and reference sheet</p> <p>Upload resume to Naviance</p> <p>Create a cover letter</p> <p>Write a thank you letter</p> <p>Answer interview questions and interview a partner</p> <p>Practice pre-employment sample tests in Math, English, and computers</p>	
<p>Evaluate success on the job and in long-term career planning.</p> <p>Identify six topics that company policy handbooks usually cover</p> <p>Explain the purpose of a work permit explain why many tasks formerly done by U.S. workers are now performed overseas</p> <p>Explain how to go about selecting a college or university</p> <p>Identify some alternatives to attending a four-year college or university</p> <p>Identify four advantages of being an entrepreneur</p> <p>Define three forms of business organization</p> <p>Define a limited liability company (LLC)</p>	<p>Read textbook</p> <p>Vocabulary support</p> <p>Online study guide</p> <p>Online practice tests</p> <p>Online activities</p> <p>Power-Practice: Interactive Student CD</p> <p>Microsoft PowerPoint Lectures CD</p> <p>Fill out W-4 forms</p> <p>Review NJ working papers</p> <p>Compare company policies</p> <p>Compare and contrast employee evaluation forms</p> <p>Break down paychecks and analyze deductions</p> <p>Compare continuing education and how raises help increase employment eligibility and advancement</p> <p>Explain the various training programs available</p> <p>Find an entrepreneur and Explain why he/she is successful</p> <p>Determine if you may want to become an entrepreneur</p> <p>Complete a partnership agreement</p>	

**Personal Finance
Curriculum Guide**

Course Identify	Personal Finance	Grade Level	9 th -12 th
Unit #, Title	Unit Two: Managing Your Money	Time Frame	24 Days

Standards

Content:

- 9.1.12.B.1** Prioritize financial decisions by systematically considering alternatives and possible consequences.
- 9.1.12.B.2** Compare strategies for saving and investing and the factors that influence how much should be saved or invested to meet financial goals.
- 9.1.12.B.3** Construct a plan to accumulate emergency “rainy day” funds.
- 9.1.12.B.4** Analyze how income and spending plans are affected by age, needs, and resources.
- 9.1.12.B.5** Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget.
- 9.1.12.B.6** Design and utilize a simulated budget to monitor progress of financial plans.
- 9.1.12.B.7** Explain the meaning of income tax, Explain how it is calculated, and analyze its impact on one’s personal budget.
- 9.1.12.B.8** Explain and calculate interest and fees that are applied to various forms of spending, debt, and saving.
- 9.1.12.B.9** Research the types and characteristics of various financial organizations in the community (e.g., banks, credit unions, check-cashing stores, et. al.).
- 9.1.12.B.10** Develop a plan that uses the services of various financial institutions to meet personal and family financial goals.
- 9.2.12.C.9-** Analyze the correlation between personal and financial behavior and employability.

CRP1- Act as a responsible and contributing citizen and employee

CRP2- Apply appropriate academic and technical skills.

CRP3- Attend to personal health and financial well-being.

CPR4- Communicate clearly and effectively and with reason.

CPR5- Consider the environmental, social, and economic impacts of decisions.

CPR6- Demonstrate creativity and innovation.

CPR7- Employ valid and reliable research strategies.

CPR8- Use critical thinking to make sense of problems and persevere in solving them.

CPR9- Model integrity, ethical leadership, and effective management.

CPR10- Plan education and career paths aligned to personal goals.

**Personal Finance
Curriculum Guide**

CPR11- Use technology to enhance productivity.
CPR12- Work productively in teams while using cultural global competence

Common Core

Reading Standards:

R9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

R9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

R9-10.3 Analyze in detail a series of events explained in a text; determine whether earlier events caused later ones or simply preceded them.

R9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

R9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.

Writing Standards:

W9-10.1. Writing arguments to support claims in an analysis of substantive topic or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.

W9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organizations, and analysis of content.

W9-10.4. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience.

W9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W9-10.6 Use technology including the internet to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link other information and to display information flexibly and dynamically.

Personal Finance Curriculum Guide

W9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem, narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively, assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

W9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Essential Questions		Enduring Understandings	
EQ1: How can you keep track of your money? Why is it important to create a budget? How does a checking account and savings account work?		EU1: Financial planning and be able to keep track of money coming in and going out The importance of a budget to financial planning The basic concepts of banking and the use of a checking account	
Content Vocabulary		Academic Vocabulary	
Overdraft fee	Budget surplus	Appraise	Employ
Shared save spend systems	Budget deficit	Background	Evaluate
Income	Savings account	Classify	Formulate
Expenses	Interest	Comparison	Identify
Philanthropy	Checking account	Critique	Inference
Altruism	Check	Determine	Significance
Service-learning	Debit card	Evaluate	Visualization
Financial records	Commercial banks	Discriminate	
Taxes	Savings and loan associations (S&Ls)	Evidence	
Sales tax	Credit unions		
Property tax	Payday lenders		
Estate tax	Financial transactions		
Income tax	Deposit		
Withholdings	Withdrawal		
Social security	Debit		
	Credit		
	Transfer		

**Personal Finance
Curriculum Guide**

Adjusted gross income	Loan	
Tax deductions	Automated	
From W-2	Clearing House (ACH)	
Budget	Automated teller machine (ATM)	
Short-term goals	Stop-payment order	
Medium-term goals	Signature authorization form	
Long-term goals	Deposit slip	
Cash flow	Reconciliation	
Estimate	Account statement	
Cash flow statement		
Fixed expenses		
Variable expenses		
Emergency fund		

**Personal Finance
Curriculum Guide**

Objectives Content/Skill	Strategies/Tasks	Assessment(s)
<p>Evaluate financial planning and be able to keep track of money coming in and going out.</p> <p>Analyze why it is important to allot some money from each paycheck or allowance payment to savings</p> <p>Explain how spending should reflect a person's value system</p> <p>Identify the steps in setting up a financial plan</p> <p>Explain how to tell whether they are moving toward their goals and how to know when they achieve them</p> <p>Summarize why it is important to think about sharing resources (money and time) with a cause or causes they believe in</p> <p>Identify the causes they feel most strongly about and tell one thing they would do to make the world a better place</p> <p>Identify at least three ways they can share time or money with a cause in which they believe</p> <p>Evaluate why most financial record-keeping systems have various components and explain what those components might be</p>	<p>Read textbook Vocabulary support Online study guide Online practice tests Online activities www.emcp.net/finance http://www.emcp.com/electronic_resource_centers/index.php?GroupID=6706 Power-Practice: Interactive Student CD Microsoft PowerPoint Lectures CD</p> <p>Students will track their spending, prioritize goals, develop long-term plans, and will set up a budget</p> <p>Student will examine ways to get involved and contribute to charity organizations Visit websites: www.kiva.org www.newglobalcitizens.org www.humanesociety.org www.dosomething.org www.networkforgood.youthnoise.com www.genv.net www.thesca.org http://enrichmentalley.com/program/landmark-volunteers</p> <p>Create a filing system Explore taxes and fill out a 1040EZ form</p> <p>Read textbook Vocabulary support Online study guide Online practice tests Online activities www.emcp.net/finance</p>	<p>Teacher Observation/Questioning Test</p> <p>Section assessment questions</p> <p>Peer-evaluation</p> <p>Internet Activities</p> <p>Student Activities book and Knowledge Matters</p>

Personal Finance Curriculum Guide

<p>Evaluate how a computer might make financial record keeping easier</p> <p>Identify the major kinds of taxes and tell which ones affect them</p> <p>Explain how to pay income taxes and evaluate whether they can fill out the forms themselves</p> <p>Evaluate the importance of a budget to financial planning.</p> <p>Explain why it is important to set financial goals</p> <p>Evaluate the importance of linking values with goals</p> <p>Explain the differences between short-term, medium-term, and long-term goals</p> <p>Evaluate how to plan for sharing and savings goals</p> <p>Define what a budget is</p> <p>Evaluate what can be learned from adults who have achieved financial success</p> <p>Evaluate why they should include sharing and savings in their budgets</p> <p>Explain the difference between a fixed expense and a variable expense</p>	<p>http://www.emcp.com/electronic_resource_centers/index.php?GroupID=6706</p> <p>Power-Practice: Interactive Student CD</p> <p>Microsoft PowerPoint Lectures CD</p> <p>Complete goal-planning worksheet</p> <p>Create a daily spending plan and track daily spending</p> <p>Create a daily spending log, cash flows statement, and monthly income worksheet</p> <p>Create a budget for spending for a young adult, family, including weekly and monthly budgets</p> <p>Read textbook</p> <p>Vocabulary support</p> <p>Online study guide</p> <p>Online practice tests</p> <p>Online activities</p> <p>www.emcp.net/finance</p> <p>http://www.emcp.com/electronic_resource_centers/index.php?GroupID=6706</p> <p>Power-Practice: Interactive Student CD</p> <p>Microsoft PowerPoint Lectures CD</p> <p>Compare financial institutions</p> <p>Visit banks and financial institutions</p> <p>Examine bank statements for charges</p> <p>Complete a bank application</p> <p>Write out sample checks</p> <p>Complete deposit slips</p> <p>Balance checking account</p> <p>Examine online banking</p>	
--	---	--

Personal Finance Curriculum Guide

<p>Identify what income should be included in a budget</p> <p>Explain whether or not unexpected gifts of money should go into a budget</p> <p>Explain how to estimate both income and expenses</p> <p>Evaluate how to protect themselves from large, unexpected expenses</p> <p>Identify the features of a good budget</p> <p>Explain what is likely to happen if they do not stay on track with their budgets</p> <p>Evaluate what should be done if a budget does not seem to work</p> <p>Evaluate the basic concepts of banking and the use of a checking account.</p> <p>Explain how a checking account works</p> <p>Explain the difference between a bank and a credit union</p> <p>Explain why a bank might want its customers to use ACH transactions rather than checks</p> <p>Identify some different types of checking accounts</p>		
---	--	--

Personal Finance Curriculum Guide

<p>Evaluate factors to consider when selecting a checking account</p> <p>Identify some alternatives to writing traditional checks</p> <p>Explain how long it takes for a check to be processed and the amount deducted from the account balance</p> <p>Explain the difference between a debit card and a credit card</p> <p>Evaluate some of the fees that banks charge their checking account customers</p> <p>Explain what is needed to open a checking account</p> <p>Evaluate how a computer can make using a checking account easier</p> <p>Explain how they can know how much is in their account at any time</p> <p>Explain why it is important to reconcile their bank balance every month</p>		
--	--	--

Personal Finance Curriculum Guide

Course Identify	Personal Finance	Grade Level	9 th -12 th
Unit #, Title	Unit Three: Saving and Investing	Time Frame	10 Days
Standards			
<p><u>Content:</u></p> <p>9.1.12.D.1 Calculate short- and long-term returns on various investments (e.g., stocks, bonds, mutual funds, IRAs, deferred pension plans, and so on).</p> <p>9.1.12.D.2 Assess the impact of inflation on economic decisions and lifestyles.</p> <p>9.1.12.D.3 Summarize how investing builds wealth and assists in meeting long- and short-term financial goals.</p> <p>9.1.12.D.4 Assess factors that influence financial planning.</p> <p>9.1.12.D.5 Justify the use of savings and investment options to meet targeted goals.</p> <p>9.1.12.D.6 Analyze processes and vehicles for buying and selling investments.</p> <p>9.1.12.D.7 Explain the risk, return, and liquidity of various savings and investment alternatives.</p> <p>9.1.12.D.8 Explain how government and independent financial services and products are used to achieve personal financial goals.</p> <p>9.1.12.D.9 Relate savings and investment results to achievement of financial goals.</p> <p>9.1.12.D.10 Differentiate among various investment products and savings vehicles and how to use them most effectively.</p> <p>9.1.12.D.11 Assess the role of revenue-generating assets as mechanisms for accruing and managing wealth.</p> <p>9.1.12.D.12 Compare and contrast the past and present role of government in the financial industry and in the regulation of financial markets.</p> <p>9.1.12.D.13 Determine the impact of various market events on stock market prices and on other savings and investments.</p> <p>9.1.12.D.14 Evaluate how taxes affect the rate of return on savings and investments.</p> <p>9.1.12.D.15 Analyze how savings, retirement plans, and other investment options help to shift current income for purposes of tax reporting and filing.</p> <p>9.2.12.C.9- Analyze the correlation between personal and financial behavior and employability.</p> <p>CRP1.- Act as a responsible and contributing citizen and employee</p>			

Personal Finance Curriculum Guide

CRP2- Apply appropriate academic and technical skills.
CRP3- Attend to personal health and financial well-being.
CPR4- Communicate clearly and effectively and with reason.
CPR5- Consider the environmental, social, and economic impacts of decisions.
CPR6- Demonstrate creativity and innovation.
CPR7- Employ valid and reliable research strategies.
CPR8- Use critical thinking to make sense of problems and persevere in solving them.
CPR9- Model integrity, ethical leadership, and effective management.
CPR10- Plan education and career paths aligned to personal goals.
CPR11- Use technology to enhance productivity.
CPR12- Work productively in teams while using cultural global competence

Common Core

Reading Standards:

R9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

R9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

R9-10.3 Analyze in detail a series of events explained in a text; determine whether earlier events caused later ones or simply preceded them.

R9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

R9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.

Writing Standards:

W9-10.1. Writing arguments to support claims in an analysis of substantive topic or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.

W9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organizations, and analysis of content.

Personal Finance Curriculum Guide

W9-10.4. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience.

W9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W9-10.6 Use technology including the internet to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link other information and to display information flexibly and dynamically.

W9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem, narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively, assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

W9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Essential Questions		Enduring Understandings	
EQ1: What are the ways to save? How can you invest money?		EU1: Saving money as part of a personal financial plan. Savings goals and ways to save. The options available to investors.	
Content Vocabulary		Academic Vocabulary	
Discretionary income	Commodities	Appraise	Employ
Liquidly	Options	Background	Evaluate
Certificate of deposit (CD)	Penny stocks	Classify	Formulate
Money market account	Bond	Comparison	Identify
Securities	Mutual fund	Critique	Inference
Savings bonds	No-load funds	Determine	Significance
	Load funds	Evaluate	Visualization
	Real estate	Discriminate	
	Collectibles	Evidence	

Personal Finance Curriculum Guide

<p>Compounding interest</p> <p>Annual percentage yield (APY)</p> <p>Return</p> <p>Stock</p> <p>Dividends</p> <p>Capital gain</p> <p>Common stock</p> <p>Preferred stock</p> <p>New York Stock Exchange (NYSE)</p> <p>NASDAQ</p> <p>Blue-chip stocks</p> <p>Dow Jones</p> <p>Industrial Average</p> <p>Bull market</p> <p>Bear market</p> <p>S&P 500 index</p> <p>Fortune 500</p> <p>Futures</p>	<p>Pension</p> <p>Vested</p> <p>Profit-sharing plan</p> <p>Stock-bonus plan</p> <p>401(k)</p> <p>403(b) plan</p> <p>Individual retirement account (IRA)</p> <p>Roth IRA</p> <p>Simplified Employee Pension (SEP-IRA)</p> <p>Broker</p> <p>Financial advisor</p> <p>Annual report</p>	
---	--	--

**Personal Finance
Curriculum Guide**

Objectives Content/Skill	Strategies/Tasks	Assessment(s)
<p>Evaluate saving money as part of a personal financial plan. Set savings goals and explain ways to save.</p> <p>Evaluate what kinds of things teens typically save money for</p> <p>Explain why people should save toward buying something rather than charge it immediately and pay it off slowly</p> <p>Determine how long someone would need to save money to buy a car</p> <p>Evaluate how to know what kind of savings account is right for them</p> <p>Explain how compounding interest increases an account balance</p> <p>Evaluate the options available to investors.</p> <p>Explain the difference between stocks and bonds</p> <p>Define what a mutual fund is and evaluate the risks</p> <p>Identify several types of investments other than stocks, bonds, and mutual funds</p> <p>Evaluate things to consider before investing in real estate</p>	<p>Read textbook Vocabulary support Online study guide Online practice tests Online activities www.emcp.net/finance http://www.emcp.com/electronic_resource_centers/index.php?GroupID=6706 Power-Practice: Interactive Student CD Microsoft PowerPoint Lectures CD</p> <p>Identify your goals Create a savings plan</p> <p>Examine sample account records Create an account record Look up different banks and find the interest rates for savings accounts, CDs, money market account, securities, and bonds</p> <p>Read textbook Vocabulary support Online study guide Online practice tests Online activities www.emcp.net/finance http://www.emcp.com/electronic_resource_centers/index.php?GroupID=6706 Power-Practice: Interactive Student CD Microsoft PowerPoint Lectures CD</p> <p>Visit websites for NYSE and NASDAQ Follow and plot out the stock prices</p>	<p>Teacher Observation/Questioning</p> <p>Test</p> <p>Section assessment questions</p> <p>Peer-evaluation</p> <p>Internet Activities</p> <p>Student Activities book and Knowledge Matters</p>

**Personal Finance
Curriculum Guide**

<p>Identify sources of retirement income in addition to Social Security</p> <p>Evaluate how to learn more about investing</p> <p>Identify sources where investors can find written information about a particular company and its stock</p>	<p>Evaluate a stock and pick a five stocks to follow for the rest of the course</p> <p>Find an item that you would like to invest in that is not a stock</p> <p>Complete an application for an IRA</p> <p>Find and price out a local financial advisor</p> <p>Use websites to follow a company and stock such as www.Wsj.com http://money.cnn.com/ www.forbes.com www.sec.gov www.fool.com www.teenvestor.com www.betterinvesting.org www.stockquests.com</p> <p>Play the virtual stock investing game at http://vse.marketwatch.com/Game/Homepage.aspx and www.wallstreetsurvivor.com</p>	
---	--	--

**Personal Finance
Curriculum Guide**

Course Identify	Personal Finance	Grade Level	9 th -12 th
Unit #, Title	Unit Four: Spending Wisely	Time Frame	26 Days
Standards			
<p>Content:</p> <p>9.1.12.D.2 Assess the impact of inflation on economic decisions and lifestyles.</p> <p>9.1.12.E.2 Analyze and apply multiple sources of financial information when prioritizing financial decisions.</p> <p>9.1.12.E.3 Determine how objective, accurate, and current financial information affects the prioritization of financial decisions.</p> <p>9.1.12.E.4 Evaluate how media, bias, purpose, and validity affect the prioritization of consumer decisions and spending.</p> <p>9.1.12.E.5 Evaluate business practices and their impact on individuals, families, and societies.</p> <p>9.1.12.E.7 Apply specific consumer protection laws to the issues they address.</p> <p>9.1.12.F.3 Analyze how citizen decisions and actions can influence the use of economic resources to achieve societal goals and provide individual services.</p> <p>9.1.12.F.5 Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.</p> <p>9.2.12.C.9- Analyze the correlation between personal and financial behavior and employability.</p> <p>CRP1- Act as a responsible and contributing citizen and employee</p> <p>CRP2- Apply appropriate academic and technical skills.</p> <p>CRP3- Attend to personal health and financial well-being.</p> <p>CPR4- Communicate clearly and effectively and with reason.</p> <p>CPR5- Consider the environmental, social, and economic impacts of decisions.</p> <p>CPR6- Demonstrate creativity and innovation.</p> <p>CPR7- Employ valid and reliable research strategies.</p> <p>CPR8- Use critical thinking to make sense of problems and persevere in solving them.</p> <p>CPR9- Model integrity, ethical leadership, and effective management.</p> <p>CPR10- Plan education and career paths aligned to personal goals.</p> <p>CPR11- Use technology to enhance productivity.</p> <p>CPR12- Work productively in teams while using cultural global competence</p>			
Common Core			

Personal Finance Curriculum Guide

Reading Standards:

R9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

R9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

R9-10.3 Analyze in detail a series of events explained in a text; determine whether earlier events caused later ones or simply preceded them.

R9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

R9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.

Writing Standards:

W9-10.1. Writing arguments to support claims in an analysis of substantive topic or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.

W9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organizations, and analysis of content.

W9-10.4. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience.

W9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W9-10.6 Use technology including the internet to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link other information and to display information flexibly and dynamically.

W9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem, narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Personal Finance Curriculum Guide

W9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively, assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

W9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Essential Questions		Enduring Understandings	
EQ1: What impacts buying decisions? What are the pros and cons of transportation options? What are the pros and cons of housing options? How can you get the best shopping deals? How are you protected as a consumer?		EU1: Influences on buying decisions. The financial aspects of transportation and pros and cons of each transportation option. Various housing alternatives and the financial aspects of housing, and understanding the renting and buying a house processes. How to get the best buy when shopping for food and clothing. The rights and responsibilities of consumers.	
Content Vocabulary		Academic Vocabulary	
Consumers	Deed	Appraise	Employ
Comparison shopping	Organic foods	Background	Evaluate
Opportunity cost	Universal product code (UPC)	Classify	Formulate
Brand	Nutrient density	Comparison	Identify
Advertising agencies	National brands	Critique	Inference
Marketing tactics	House brands	Determine	Significance
Warranty	Generic products	Evaluate	Visualization
Consumer advocates	Pack date	Discriminate	
Mass transit	Pull date	Evidence	
Commuter service	Expiration date		
Intercity public transportation	Unit pricing		
Amtrak	Loss leaders		
Blue book	Overruns		
	Credit slip		
	Sales receipt		
	Layaway plan		
	Caveat emptor		
	Certification seals		

Personal Finance Curriculum Guide

Preventive maintenance	Boycott	
Miles per gallon (MPG)	Product standards	
Depreciation	Deregulation	
Trade-ins	Consumer's bill of rights	
Repossessed	Contract	
Vehicle identification number (VIN)	Mutual assent	
Title	Consideration	
Used-car rule	Competent parties	
Invoice price	Pyramid scheme	
Sticker price	Monopoly	
"lemon" laws	Oligopoly	
Cosign	Quotas	
Dormitory	Tariffs	
Multifamily housing	Arbitration	
Condominium	North American Free Trade Agreement (NAFTA)	
Manufactured homes	Better Business Bureau (BBB)	
Landlord	Consumer action panels (CAPs)	
Security deposit	Small-claims courts	
Housing subsidies	Mediator	
Equity	Class-action suit	
Mortgage		
Collateral		
Foreclosure		
Preapproval		
Fixed-rate mortgage		
Adjustable-rate mortgage		
Escrow Account		

**Personal Finance
Curriculum Guide**

Liens		
Objectives Content/Skill	Strategies/Tasks	Assessment(s)
<p>Evaluate influences on buying decisions.</p> <p>Explain the difference between needs and wants</p> <p>Identify factors to consider when going comparison shopping</p> <p>Evaluate marketing tools and tactics that companies use to encourage people to buy more expensive brands or to overspend</p> <p>Identify elements that make ads effective</p> <p>Explain what a brand is</p> <p>Evaluate how companies capture people's interest in their products</p> <p>Analyze why so many advertisements target young people</p> <p>Explain a product warranty</p> <p>Identify the kinds of information provided by consumer advocates</p> <p>Evaluate how planning can help them make a smart buying decision</p> <p>Evaluate the financial aspects of</p>	<p>Read textbook Vocabulary support Online study guide Online practice tests Online activities www.emcp.net/finance http://www.emcp.com/electronic_resource_centers/index.php?GroupID=6706 Power-Practice: Interactive Student CD Microsoft PowerPoint Lectures CD</p> <p>Create a needs and wants chart Complete a spending estimates chart Use the Internet to find a product cheapest</p> <p>Watch commercials and Explain why they are appealing to you Compare product packaging and determine why you would choose one over the other Find an advertising scam</p> <p>Visit consumer advocate websites Page 221</p> <p>Read textbook Vocabulary support Online study guide Online practice tests Online activities www.emcp.net/finance http://www.emcp.com/electronic_resource_centers/index.php?GroupID=6706</p>	<p>Teacher Observation/Questioning</p> <p>Test</p> <p>Section assessment questions</p> <p>Peer-evaluation</p> <p>Internet Activities</p> <p>Student Activities book and Knowledge Matters</p>

Personal Finance Curriculum Guide

<p>transportation. Become aware of the pros and cons of each transportation option.</p> <p>Explain what mass transit is</p> <p>Identify the most common form of private transportation</p> <p>Identify some of the costs of owning a car</p> <p>Identify some of the publications that provide information about different makes and models of automobiles</p> <p>Identify places to look for a used car</p> <p>Identify the things to check when examining a used car</p> <p>Evaluate when <i>not</i> to buy a car</p> <p>Explain the purpose of lemon laws</p> <p>Explain things that can be done to reduce the need for major car repairs</p> <p>Identify places to get good service on a new car</p> <p>Analyze various housing alternatives and evaluate the financial aspects of housing, and understanding the renting and buying a house processes.</p>	<p>Power-Practice: Interactive Student CD Microsoft PowerPoint Lectures CD</p> <p>Find the public transportation options in Bloomfield Research the bike racks around Bloomfield Create your own car using a car manufacturer's website Use Kelley Blue Book to research car prices Find a used car and examine the window sticker</p> <p>Find the warranty and safety comments about a car Visit websites www.bts.gov/publications/transportation_statistics_annual_report/ www.edmunds.com http://web.consumerreports.org www.carfax.com www.kbb.com www.nadaguides.com</p> <p>Find used car dealers and compare a used car with a new car Compare car lease or purchase options for the car</p> <p>Read textbook Vocabulary support Online study guide Online practice tests Online activities www.emcp.net/finance http://www.emcp.com/electronic_resource_centers/index.php?GroupID=6706</p> <p>Power-Practice: Interactive Student CD Microsoft PowerPoint Lectures CD</p> <p>Determine your living arrangements for the future Find an apartment in Bloomfield to rent Find a lease application for the apartment</p>	
---	---	--

Personal Finance Curriculum Guide

<p>Identify some of the expenses associated with moving into their own apartment</p> <p>Identify the three types of housing structures</p> <p>Evaluate reasons why people might choose to rent a home rather than buy one</p> <p>Define what percent of a home's purchase price is usually required as a down payment</p> <p>Explain why someone might offer more than the asking price for a home</p> <p>Evaluate what type of mortgage presents the least risk</p> <p>Evaluate how to get the best buy when shopping for food and clothing.</p> <p>Evaluate some current food-buying trends</p> <p>Identify the nutrition information that is identified on product labels</p> <p>Explain how to judge the freshness of foods they buy</p> <p>Summarize what percentage of total expenses the average family spends on clothing</p> <p>Explain how to check for quality in the clothes they buy</p>	<p>Explain all of the living expenses that occur when you move out on your own.</p> <p>Explain the benefits and risk of buying a home versus renting</p> <p>Compare mortgages and mortgage rates</p> <p>Find a low cost house in Bloomfield</p> <p>Choose a real estate agent</p> <p>Review closing costs</p> <p>Read textbook</p> <p>Vocabulary support</p> <p>Online study guide</p> <p>Online practice tests</p> <p>Online activities</p> <p>www.emcp.net/finance</p> <p>http://www.emcp.com/electronic_resource_centers/index.php?GroupID=6706</p> <p>Power-Practice: Interactive Student CD</p> <p>Microsoft PowerPoint Lectures CD</p> <p>Compare food labels</p> <p>Create a food Identify for the week including all meals</p> <p>Plan out a shopping Identify and compare food at grocery stores</p> <p>Identify your clothing needs and wants</p> <p>Compare Identify brand versus discount brand</p> <p>Review clothing labels for care directions</p> <p>Review return policies</p> <p>Read textbook</p> <p>Vocabulary support</p> <p>Online study guide</p> <p>Online practice tests</p>	
---	--	--

Personal Finance Curriculum Guide

<p>Identify places to find bargains on new clothes</p> <p>Evaluate what influences their decision to buy new clothes</p> <p>Evaluates the rights and responsibilities of consumers.</p> <p>Evaluate how President Kennedy helped the consumer movement in 1962</p> <p>Identify some ways that manufacturers communicate with consumers</p> <p>Explain how consumers can provide feedback to companies about their products</p> <p>Identify some government agencies that address consumer issues</p> <p>Identify the four basic consumer rights</p> <p>Explain how competition among producers helps consumers</p> <p>Evaluate ways to resolve disputes with a producer or seller</p> <p>Identify how to recognize pyramid schemes, phishing, and other types of consumer fraud</p>	<p>Online activities www.emcp.net/finance http://www.emcp.com/electronic_resource_centers/index.php?GroupID=6706 Power-Practice: Interactive Student CD Microsoft PowerPoint Lectures CD</p> <p>Find the warranty for a product Review advertisements and analyze their method of convincing consumers to buy Choose an item, such as a TV, that you need and then use consumer reports or www.cnet.com to review the products ratings.</p> <p>Find a recall notice for an item Evaluate a product that you bought that you were not happy with</p>	
---	---	--

Personal Finance Curriculum Guide

Course Identify	Personal Finance	Grade Level	9 th -12 th
Unit #, Title	Unit Five: Credit and Debt	Time Frame	10 Days
Standards			
<p><u>Content:</u></p> <p>9.1.12.C.1 Compare and contrast the financial benefits of different products and services offered by a variety of financial institutions.</p> <p>9.1.12.C.2 Compare and compute interest and compound interest and develop an amortization table using business tools.</p> <p>9.1.12.C.3 Compute and assess the accumulating effect of interest paid over time when using a variety of sources of credit.</p> <p>9.1.12.C.4 Compare and contrast the advantages and disadvantages of various types of mortgages.</p> <p>9.1.12.C.5 Analyze the information contained in a credit report and explain the importance of disputing inaccurate entries.</p> <p>9.1.12.C.6 Explain how predictive modeling determines “credit scores.”</p> <p>9.1.12.C.7 Analyze the rights and responsibilities of buyers and sellers under consumer protection laws.</p> <p>9.1.12.C.8 Identify the types and characteristics of predatory lending practices (e.g., payday loans, car title loans, high-risk mortgages).</p> <p>9.1.12.C.9 Evaluate the implications of personal and corporate bankruptcy for self and others.</p> <p>9.1.12.E.6 Evaluate written and verbal contracts for essential components and for obligations of the lender and borrower.</p> <p>9.1.12.E.8 Relate consumer fraud, including online scams and theft of employee time and goods, to laws that protect consumers.</p> <p>9.1.12.E.9 Determine when credit counseling is necessary and evaluate the resources available to assist consumers who wish to use it.</p> <p>9.1.12.E.10 Determine reasons for the increase of identity theft worldwide and evaluate the extent to which victims of identity theft are successful in fully restoring their personal identities.</p> <p>9.2.12.C.9- Analyze the correlation between personal and financial behavior and employability.</p> <p>CRP1- Act as a responsible and contributing citizen and employee</p> <p>CRP2- Apply appropriate academic and technical skills.</p> <p>CRP3- Attend to personal health and financial well-being.</p> <p>CPR4- Communicate clearly and effectively and with reason.</p>			

Personal Finance Curriculum Guide

- CPR5-** Consider the environmental, social, and economic impacts of decisions.
CPR6- Demonstrate creativity and innovation.
CPR7- Employ valid and reliable research strategies.
CPR8- Use critical thinking to make sense of problems and persevere in solving them.
CPR9- Model integrity, ethical leadership, and effective management.
CPR10- Plan education and career paths aligned to personal goals.
CPR11- Use technology to enhance productivity.
CPR12- Work productively in teams while using cultural global competence

Common Core

Reading Standards:

- R9-10.1** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- R9-10.2** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- R9-10.3** Analyze in detail a series of events explained in a text; determine whether earlier events caused later ones or simply preceded them.
- R9-10.6** Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- R9-10.9** Compare and contrast treatments of the same topic in several primary and secondary sources.

Writing Standards:

- W9-10.1.** Writing arguments to support claims in an analysis of substantive topic or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.
- W9-10.2.** Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organizations, and analysis of content.
- W9-10.4.** Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience.

Personal Finance Curriculum Guide

W9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W9-10.6 Use technology including the internet to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link other information and to display information flexibly and dynamically.

W9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem, narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively, assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

W9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Essential Questions		Enduring Understandings	
EQ1: Why should you use credit? Why should you not use credit? How can credit help and hinder you?		EU1: The usefulness and dangers of credit and the types of credit. Be able to obtain and use credit and using credit can both help and hurt a person's financial situation.	
Content Vocabulary		Academic Vocabulary	
Grace period	Principal	Appraise	Employ
Universal default	Finance charges	Background	Evaluate
33Bankruptcy	Appraisal	Classify	Formulate
Credit fraud	Originator fee	Comparison	Identify
Identity theft	Assets	Critique	Inference
Installment credit	Liabilities	Determine	Significance
Credit cards	Net worth	Evaluate	Visualization
Annual	Credit bureau	Discriminate	
percentage rate	Money order	Evidence	
(APR)	Credit counselors		
Revolving credit	Debt management plan (DMP)		

**Personal Finance
Curriculum Guide**

Secured loans Line of credit Loan consolidation Loan sharks	Garnish	
---	---------	--

**Personal Finance
Curriculum Guide**

Objectives Content/Skill	Strategies/Tasks	Assessment(s)
<p>Explain the usefulness and dangers of credit and Explain the types of credit.</p> <p>Identify the advantages of using credit</p> <p>Identify the disadvantages of using credit</p> <p>Explain what they can do to avoid credit fraud or identity theft</p> <p>Identify the types of credit that are available</p> <p>Explain how a revolving credit account works</p> <p>Identify some good sources of loans</p> <p>Explain how to obtain and use credit and how using credit can both help and hurt a person's financial situation.</p> <p>Identify the four factors to be considered when figuring the cost of credit</p> <p>Explain how credit card contracts differ from loan contracts</p> <p>Identify four laws that protect the consumer in credit transactions</p> <p>Identify seven warning signs that can tell them if they are getting into more debt than they can handle</p>	<p>Read textbook Vocabulary support Online study guide Online practice tests Online activities www.emcp.net/finance http://www.emcp.com/electronic_resource_centers/index.php?GroupID=6706 Power-Practice: Interactive Student CD Microsoft PowerPoint Lectures CD</p> <p>Chart the advantages and disadvantages of credit on a poster Review credit reports Explain the ways to safeguard your identity and ways to prevent it from being stolen</p> <p>Compare and contrast the different types of credit and loans</p> <p>Read textbook Vocabulary support Online study guide Online practice tests Online activities www.emcp.net/finance http://www.emcp.com/electronic_resource_centers/index.php?GroupID=6706 Power-Practice: Interactive Student CD Microsoft PowerPoint Lectures CD</p> <p>Explain how a purchase can double or triple in price and graph the amount of increase of the price</p>	<p>Teacher Observation/Questioning</p> <p>Test</p> <p>Section assessment questions</p> <p>Peer-evaluation</p> <p>Internet Activities</p> <p>Student Activities book and Knowledge Matters</p>

**Personal Finance
Curriculum Guide**

<p>Explain what they can do to help themselves get debt under control</p> <p>Evaluate how a credit counselor helps people solve their money problems</p>	<p>Review the information at www.bankrate.com</p> <p>Create a net worth statement</p> <p>Explain how to increase your credit score</p> <p>Explain what to do if you find yourself in debt and are having trouble paying your bills</p> <p>Notice warning signs of credit problems</p> <p>Explain creative ways to control spending</p>	
--	--	--

Personal Finance Curriculum Guide

Course Identify	Personal Finance	Grade Level	9 th -12 th
Unit #, Title	Unit Six: Financial Risk Management	Time Frame	8 Days
Standards			
<p>Content:</p> <p>9.1.12.F.2 Assess the impact of emerging global economic events on financial planning.</p> <p>9.1.12.F.4 Summarize the purpose and importance of a will.</p> <p>9.1.12.G.1 Analyze risks and benefits in various financial situations.</p> <p>9.1.12.G.2 Differentiate between property and liability insurance protection.</p> <p>9.1.12.G.3 Compare the cost of various types of insurance (e.g., life, homeowners, motor vehicle) for the same product or service, given different liability limits and risk factors.</p> <p>9.1.12.G.4 Evaluate individual and family needs for insurance protection using opportunity-cost analysis.</p> <p>9.1.12.G.5 Differentiate the costs and benefits of renter's and homeowner's insurance.</p> <p>9.1.12.G.6 Explain how to self-insure and how to determine when self-insurance is appropriate.</p> <p>9.1.12.G.7 Determine when and why it may be appropriate for the government to provide insurance coverage, rather than private industry.</p> <p>9.2.12.C.9- Analyze the correlation between personal and financial behavior and employability.</p> <p>CRP1- Act as a responsible and contributing citizen and employee</p> <p>CRP2- Apply appropriate academic and technical skills.</p> <p>CRP3- Attend to personal health and financial well-being.</p> <p>CPR4- Communicate clearly and effectively and with reason.</p> <p>CPR5- Consider the environmental, social, and economic impacts of decisions.</p> <p>CPR6- Demonstrate creativity and innovation.</p> <p>CPR7- Employ valid and reliable research strategies.</p> <p>CPR8- Use critical thinking to make sense of problems and persevere in solving them.</p> <p>CPR9- Model integrity, ethical leadership, and effective management.</p> <p>CPR10- Plan education and career paths aligned to personal goals.</p> <p>CPR11- Use technology to enhance productivity.</p> <p>CPR12- Work productively in teams while using cultural global competence</p>			
Common Core			

Personal Finance Curriculum Guide

Reading Standards:

R9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

R9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

R9-10.3 Analyze in detail a series of events explained in a text; determine whether earlier events caused later ones or simply preceded them.

R9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

R9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.

Writing Standards:

W9-10.1. Writing arguments to support claims in an analysis of substantive topic or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.

W9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organizations, and analysis of content.

W9-10.4. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience.

W9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W9-10.6 Use technology including the internet to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link other information and to display information flexibly and dynamically.

W9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem, narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Personal Finance Curriculum Guide

W9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively, assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

W9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Essential Questions		Enduring Understandings	
EQ1: Why is insurance necessary? What impacts the price of insurance?		EU1: The importance of having auto and home insurance and factors to consider in both types of coverage. Health and life insurance.	
Content Vocabulary		Academic Vocabulary	
Liability Bodily injury liability coverage Property damage liability coverage Collision Deductible Comprehensive coverage Medical payments coverage Personal injury protection (PIP) Endorsement Exclusions Premium Structural damage coverage	Personal property coverage Replacement cost coverage Fair Access to Insurance Requirements (FAIR) Plan Coinsurance Co-pay COBRA Medicare Medicaid Managed care Health savings account (HAS) Flexible spending account (FSA) Disability	Appraise Background Classify Comparison Critique Determine Evaluate Discriminate Evidence	Employ Evaluate Formulate Identify Inference Significance Visualization

**Personal Finance
Curriculum Guide**

Objectives Content/Skill	Strategies/Tasks	Assessment(s)
<p>Evaluate the importance of having auto and home insurance and examine factors to consider in both types of coverage.</p> <p>Identify the basic types of car insurance coverage</p> <p>Evaluate some ways to control car insurance premiums</p> <p>Identify steps to take if they have an accident</p> <p>Identify the four types of coverage found in a standard homeowner's policy</p> <p>Identify the kinds of things covered under the liability portion of a homeowner's policy</p> <p>Explain why renters need property insurance</p> <p>Explain the kinds of discounts that are available to reduce the cost of a homeowner's policy</p> <p>Identify three situations that are considered "high risk" by insurance companies</p> <p>Explore health and life insurance.</p> <p>Identify the types of health care coverage</p>	<p>Read textbook Vocabulary support Online study guide Online practice tests Online activities www.emcp.net/finance http://www.emcp.com/electronic_resource_centers/index.php?GroupID=6706 Power-Practice: Interactive Student CD Microsoft PowerPoint Lectures CD</p> <p>Review car insurance policies and Explain what makes a policy increase and decrease Explain what to do if you get in an accident</p> <p>Create an inventory for a home/renters insurance policy Review how much coverage you need</p> <p>Read textbook Vocabulary support Online study guide Online practice tests Online activities www.emcp.net/finance http://www.emcp.com/electronic_resource_centers/index.php?GroupID=6706 Power-Practice: Interactive Student CD Microsoft PowerPoint Lectures CD</p> <p>Review the types of health coverage Compare the different plan options</p> <p>Explain the way life insurance premiums are determined</p>	<p>Teacher Observation/Questioning</p> <p>Test</p> <p>Section assessment questions</p> <p>Peer-evaluation</p> <p>Internet Activities</p> <p>Student Activities book and Knowledge Matters</p>

**Personal Finance
Curriculum Guide**

<p>Evaluate how to get health insurance if their employer does not offer it</p> <p>Explain what managed care is</p> <p>Define what disability insurance covers</p> <p>Explain why someone in his or her twenties should think about getting a life insurance policy</p> <p>Explain what an annuity is</p>	<p>Compare policies at www.bankrate.com and www.lifehappens.org</p>	
---	--	--

Personal Finance Curriculum Guide

Resources

Textbook: Personal Finance: A Lifetime of Responsibility and all publisher ancillaries.

Text(s):

Personal Finance: A LIFETIME RESPONSIBILITY

EMC Publishing

Online text: http://www.emcp.com/electronic_resource_centers/listonline.php?GroupID=6828

Films, Supplemental Readings, etc.

Kendall, J. S., & Marzano, R J. (2000). Content knowledge: A compendium of standards and benchmarks for K-12 education (3rd ed.). Aurora, CO: Mid-Continental Research for Education and Learning, & Alexandria, VA: Association for Supervision and Curriculum Development.

New Jersey State Department of Education. (1999). Career education and consumer, family, and life skills framework. Trenton, NJ: Author.

Partnership for 21st Century Learning. (2009). Framework for 21st century learning. Online: <http://www.21stcenturyskills.org>

Carolan, C. A. (2007). The ABCs of credit card finance: Essential facts for students. Trenton, NJ: New Jersey Coalition for Financial Education. Online: http://www.njcfe.org/IFE-ABC_text.html

Jump\$tart Coalition for Personal Financial Literacy. (2007). National standards in K-12 personal finance education: With benchmarks, knowledge statements, and glossary (3rd ed.). Online: <http://www.jumpstart.org/guide.html>

Utah State Office of Education. (2004). General financial literacy. Online: <http://www.uen.org/core/core.do?courseNum=520802>

Wisconsin Department of Public Instruction. (2006). Wisconsin's model academic standards for personal financial literacy. Online: <http://dpi.wi.gov/standards/pdf/pfi.pdf>

National Career Development Guidelines. Online: <http://cte.ed.gov/acrn/ncdg.htm>

New Jersey Department of Education. (2005). *N.J.A.C. 6A:8, Standards and assessment for student achievement*. Trenton, NJ: Author. Online: <http://www.nj.gov/education/code/current/title6a/chap8.pdf>

Online Resources:

- Knowledge Matters available at www.knowledgematters.com
- Relevant clips from www.youtube.com (varies depending on availability and current topics)
- Various print resources (for example the New York Times, Wall Street Journal)
- Hands On Banking available at www.handsonbanking.org
- New York Stock Exchange website www.nyse.org
- Virtual Market website www.vse.org
- Everfi Financial Literacy available at www.everfi.com

**Personal Finance
Curriculum Guide**

Strategies for Differentiation	
Students Below Target:	Students Meeting or Exceeding Target:
Paired/Group Activity	Role Play
Guided practice	SQ3R
Role Play	Cooperative Learning
QAR	Choice boards
Cooperative Learning	Independent Study
Choice boards	Interest Based Mini Lessons
Tic - Tac - Toe menus	Skill-Based Mini Lessons
Learning Buddies	Tiered Products /Activities
Varied Rubrics	Choice Menus
Mentorships	Advance notice of assignments
Small Group Instruction	Review with study skills and strategies training.
Visual cues found on worksheets	Teach organizational skills
Chunking and grouping of material	Test modifications
Advance notice of assignments	Time extensions
Review with study skills and strategies training.	Tiered Assignments
Teach organizational skills	Independent Study
Test modifications/time extensions	
Anchoring Activities	