2019 Theme I: Goals & Decision Making

Content Area: **Applied Tech**
Course(s): **PERSONAL FINANCE**
Time Period: **Marking Period 1**
Length: **3 weeks**
Status: **Published**

Standards

PFL.9.1.12.CP.1	Summarize how one's credit history can affect finances, including loan terms, employment, and qualifying for loans.
PFL.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.
PFL.9.1.12.CP.6	Explain the effect of debt on a person's net worth.
PFL.9.1.12.CP.7	Summarize factors that affect a particular credit scoring system.
PFL.9.1.12.FI.1	Identify ways to protect yourself from identify theft.
PFL.9.1.12.FI.2	Explain ways to manage your accounts that maximize benefits and provide you with the utmost protection.
PFL.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).
PFL.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.
PFL.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.
PFL.9.1.12.PB.1	Explain the difference between saving and investing.
PFL.9.1.12.PB.3	Design a personal budget that will help you reach your long-term and short-term financial goals.
PFL.9.1.12.PB.4	Explain how you would revise your budget to accommodate changing circumstances.
PFL.9.1.12.PB.6	Describe and calculate interest and fees that are applied to various forms of spending, debt and saving.
PFL.9.1.12.RM.1	Describe the importance of various sources of income in retirement, including Social Security, employer-sponsored retirement savings plans, and personal investments.
PFL.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.
PFL.9.1.12.CDM.1	Identify the purposes, advantages, and disadvantages of debt.
PFL.9.1.12.CDM.2	Compare and contrast the advantages and disadvantages of various types of mortgages.
PFL.9.1.12.CDM.4	Identify issues associated with student loan debt, requirements for repayment, and consequences of failure to repay student loan debt.
PFL.9.1.12.CDM.5	Identify the types of characteristics of predatory lending practices and the importance of collateral (e.g., payday loans, car title loans, high-risk mortgages).
PFL.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.).
PFL.9.1.12.CFR.1	Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
WRK.9.2.12.CAP.10	Identify strategies for reducing overall costs of postsecondary education (e.g., tuition

	assistance, loans, grants, scholarships, and student loans).
WRK.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.
WRK.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.
WRK.9.2.12.CAP.19	Explain the purpose of payroll deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay, including the cost of employee benefits to employers and self-employment income.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Transfer Goals and Career Ready Practices

Transfer Goals

Students will understand that . . . Using decision-making strategiesz and making informed decisions yields better results; Money doesn't always equal happiness; and All people are different.

Concepts

Essential Questions

• How does one make a good decision?
• What key factors contribute to wealth?
• What's true about most millionaires?
• Why is it important to identify goals?

Understandings

Students will be able to know the importance of financial literacy and decision making so that in the long run they can have a higher income, standard of living, and long term wealth

Critical Knowledge and Skills

Knowledge

Students will know:

Goals
0x • Scarcity
0x • The rationale for financial literacy
0x • What it takes to become a millionaire

Skills

Students will be able to:

Apply the problem solving model to various choices
0x • Construct and solve various problems using the decision making grid
0x • Describe how scarcity affects economic choices
0x • Describe the characteristics of millionaires
0x • Develop a portfolio for the course
0x • Establish a baseline for what the students already know
0x • Explain common decision making strategies
0x • Identify course expectations
0x • Identify factors that can influence a decision
0x • Identify personal short- term and long-term goals
0x • Identify the 5 steps of problem solving
0x • Illustrate how sound financial decisions can increase a person's a person's standard of living and wealth
0x • Use economic reasoning to establish how improved money management skills can increase a family's standard of living
0x • Use economic reasoning to explain why more education results in higher income and more choices in the future

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

Professionalism

Do Now's

THEME Challenges/Tasks/Projects (team based/individual)

Foundations Digital Journals

Foundations Digital Module Videos and Quizzes

School Summative Assessment Plan

THEME Test (Multiple choice, short answer, essay reflection).

Foundations Digitial TEST

Primary Resources

Foundations Digital online learning https://www.foundationsdigital.com/app/#/login/

Knowledge at Wharton High School https://kwhs.wharton.upenn.edu/

Keys to Financial Success- The Federal Reserve Bank of Philadelphia curriculum

Supplementary Resources

Intergarted Videos (youtube, etc.)

Stock Market https://www.marketwatch.com/

Microsoft Office (Excel, Outlook, Power Point)

Technology Integration and Differentiated Instruction

Technology Integration

- **Google Products**
    - Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
    - GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

- **One to One Student's laptop**
    - All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

- **Additional Support Videos**

The videos below are just examples of videos that can be used to support each of the Lessons within this Topic. There are more additional videos provided for each and can be assigned from the Pearson enVisions 2.0 online textbook from the teachers' login.

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

❑ Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

English Language Learners (N.J.A.C.6A:15)

❑ Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

❑ All assignments have been created in the student's native language.

❑ Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

❑ Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

Special Education Students (N.J.A.C.6A:8-3.1)

❑ Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.

❑ All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

MATH - Compound interest, financial calculations, account rec's, payroll calculucations, debt analysis

ELA- Article analysis, essay reflections, aritculation during presentations, professional language in written documents, reaserch, compare/contrast resources and career paths

SOCIAL STUDIES - History of debt, credit cards, stock market crash, FDIC and FDR

GLOBAL AWARENESS - Relationship to US and other countries financially, global reflections and article analysis

Learning Plan / Pacing Guide

Week 1:

- Syllabus Review, Classroom Rules/Constitution/ Tech set up
- Importance of Finance Article Analysis
- Millionaire Game/Reflection

- Financial Look At Me (Google Drawing - Quadrant)

Week 2:

- Foundations Digital- Intro to Personal Finance
- Decision Making Scenarios (financial & life-events)
- Analyzing Financial Mistakes (Pro Athletes &/or Celebs &/or Business Moguls)
- Purchases - Evaluating Benefits VS Costs via SmartArt Tech in MS Office

Week 3:

- Scarcity Lesson and Examples
- Opportunity Cost - Benefit Analysis
- Resources - (Notes, original examples, Chicken Soup Example)
- Consumer Spending - American/Global Decision Making - Product Analysis
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    - SMART Notes /Goal Setting
    - SMART Goals Video Reflections
    - PACED Decision Making Model

2019 Theme II: Careers

Content Area: **Applied Tech**
Course(s): **PERSONAL FINANCE**
Time Period: **Marking Period 1**
Length: **3 weeks**
Status: **Published**

Standards

- PFL.9.1.12.CDM.1 Identify the purposes, advantages, and disadvantages of debt.
- PFL.9.1.12.CDM.2 Compare and contrast the advantages and disadvantages of various types of mortgages.
- PFL.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.).
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- PFL.9.1.12.FI.1 Identify ways to protect yourself from identify theft.
- PFL.9.1.12.FI.2 Explain ways to manage your accounts that maximize benefits and provide you with the utmost protection.
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- PFL.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.
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- PFL.9.1.12.PB.4 Explain how you would revise your budget to accommodate changing circumstances.
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- TECH.9.4.12.CI.2 Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
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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.

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Transfer Goals and Career Ready Practices

Transfer Goals

Students will be able to understand that personal values, learning styles, and intelligences should align with future decision making so that in the long run they can have a successful and rewarding career.

Concepts

Essential Questions

0x • Can anyone choose any career?
0x • Does one need to be rich to be happy?
0x • How does one make a good decision?

Understandings

Students will understand that . . . Economic reasoning leads to wealth; There are many misconceptions about millionaires; People who set and write down goals earn more money; and Using decision-making strategies and making informed decision yields better results.

Critical Knowledge and Skills

Knowledge

Students will know:

• How personal values impact career choice
0x • Their personal skills and interests as they relate to career selections

Skills

Students will be able to...

0x • Analyze the interview process and develop personal interview skills.
0x • Clarify educational and career goals.
0x • Develop a résumé
0x • Establish the criteria they think is important for when selecting their career
0x • Examine their personal characteristics, interests, and traits
0x • Identify connections between personality traits and career choices
0x • Identify factors that can influence a decision
0x • Identify five initial career choices
0x • Identify personal strengths and weaknesses.
0x • Identify the 5 steps of problem solving
0x • Identify the best practices of successful people
0x • Identify valuable work attributes outside of your general skill set.
0x • Make an informed decision using a process and decision-making grid
0x • Research possible career choices and gather the information necessary
0x • Understand the components of goal setting
0x • Understand the value of entry-level jobs.

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

Professionalism

Do Now's

THEME Challenges/Tasks/Projects (team based/individual)

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Foundations Digital Module Videos and Quizzes

School Summative Assessment Plan

THEME Test (Multiple choice, short answer, essay reflection).

Foundations Digitial TEST

Primary Resources

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Knowledge at Wharton High School https://kwhs.wharton.upenn.edu/

Keys to Financial Success- The Federal Reserve Bank of Philadelphia curriculum

Naviance Career and Education Planning Tools

Supplementary Resources

Intergarted Videos (youtube, etc.)

Stock Market https://www.marketwatch.com/

Microsoft Office (Excel, Outlook, Power Point)

Technology Integration and Differentiated Instruction

Technology Integration

- **Google Products**
    - Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
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❑ Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

❑ All assignments have been created in the student's native language.

❑ Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

❑ Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

Special Education Students (N.J.A.C.6A:8-3.1)

❑ Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.

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Interdisciplinary Connections

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SOCIAL STUDIES - History of debt, credit cards, stock market crash, FDIC and FDR

GLOBAL AWARENESS - Relationship to US and other countries financially, global reflections and article analysis

Learning Plan / Pacing Guide

Week 1:

- Foundations Digital - Careers, Taxes & Deductions
- Career Exploration - 2 DISC Tests, NAVIANCE Tests
- Pensions VS 401K VS 403B Accounts - Which Careers Offer Which and How they Work - Revisited in Theme IV

Week 2:

- Career/Occupation Research Project & Presentation- Salary, Hours, Requirements, Lifestyle, Typical Day, etc.
- ADVANCED Training for pursuing a career (college, military, trade school, union apprenticeships)
- Bachelors Degree VS Masters Degree - Investigating Career Advancement in Various Fields
- FIELD TRIP - Hoping to join Ms. Bonzella for the **Career Council College Fair** at Riverwinds Community Center - Thursday October 24, 2019

Week 3:

- Student Loans & the American Debt Crisis
- College Major Research
- College Tuition Comparison
- Longterm Wealth VS Debt/Repayment Outlook - Comparing Trades/Career Paths to College Educations

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2019 Theme III: Budgeting & Banking

Content Area: **Applied Tech**
Course(s): **PERSONAL FINANCE**
Time Period: **Marking Period 1**
Length: **2 weeks**
Status: **Published**

Standards

- PFL.9.1.12.CDM.4 Identify issues associated with student loan debt, requirements for repayment, and consequences of failure to repay student loan debt.
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Transfer Goals and Career Ready Practices

Transfer Goals

Students will understand ... You need to *save* more than you *spend* to accumulate net worth; A budget helps keep track of financial goals; People are forced to make decisions (trade-offs)based upon their income; and Taxes benefit not only the government, but also the people living in that economy.

Concepts

Essential Questions

7x • How do taxes benefit us?
7x • How is a budget useful?
7x • What is our “real pay”?

Understandings

Students will understand that . . . Economic reasoning leads to wealth; There are many misconceptions about millionaires; People who set and write down goals earn more money; and Using decision-making strategies and making informed decisions yields better results.

Critical Knowledge and Skills

Knowledge

Students will know...

0x • Budgeting
0x • Decision Making
0x • Gross pay vs Net Pay
0x • Income and Net Worth
0x • Saving
0x • Spending
0x • Taxes
0x • W-4 Form

Skills

Students will be able to...

0x • Allocate their resources and make decisions based on a budget
0x • Analyze a W-2 statement and identify its parts
0x • Complete a W-4 form
0x • Compute net pay using payroll deductions and tax tables
0x • Explain the types of benefits provided by employers
0x • Explain what taxes pay for
0x • Identify key terms such as gross pay, net pay, deductions, and benefits
0x • Identify that one's income has limits and that choices must be made within those limits
0x • Make distinctions between required and optional deductions

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

Professionalism

Do Now's

THEME Challenges/Tasks/Projects (team based/individual)

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Foundations Digital Module Videos and Quizzes

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Technology Integration and Differentiated Instruction

Technology Integration

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SOCIAL STUDIES - History of debt, credit cards, stock market crash, FDIC and FDR

GLOBAL AWARENESS - Relationship to US and other countries financially, global reflections and article analysis

Learning Plan / Pacing Guide

Week 1:

- Financial Article Analysis - High Schoolers & Repaying Debt
- Docu-series for Reinforcement - "Til Debt Do Us Part" - Analyzing the Personal Side of Personal Finance
- How to Write and Document a Personal Check Properly
- Budgeting for an Event - Choice VS Cost & Prioritizing Needs VS Wants

Week 2:

- Car Research - Buying VS Leasing - Introduction to Personal Assets
- Auto Loans - Comparing Rates and Pros/Cons for 48/60/72 Month Loans (revisited in Theme V)
- Foundations Digital Unit - Zero Based Budgeting System
- Economic Ripple Effect Project - "My Family"

Week 3:

- Apartment/House Hunting & Costs Associated - Budgeting/Tracking/Choice VS Cost
- Living - Renting VS Buying
- Closing Costs & Home Settlement
- "I'm Moving Out" - Unit Research Project

2019 Theme IV: Savings & Investing

Content Area: **Applied Tech**
Course(s): **PERSONAL FINANCE**
Time Period: **Marking Period 1**
Length: **2 weeks**
Status: **Published**

Standards

- PFL.9.1.12.CDM.1 Identify the purposes, advantages, and disadvantages of debt.
- PFL.9.1.12.CDM.2 Compare and contrast the advantages and disadvantages of various types of mortgages.
- PFL.9.1.12.CDM.4 Identify issues associated with student loan debt, requirements for repayment, and consequences of failure to repay student loan debt.
- PFL.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.).
- PFL.9.1.12.CFR.1 Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
- PFL.9.1.12.CP.1 Summarize how one's credit history can affect finances, including loan terms, employment, and qualifying for loans.
- PFL.9.1.12.CP.6 Explain the effect of debt on a person's net worth.
- PFL.9.1.12.CP.7 Summarize factors that affect a particular credit scoring system.
- PFL.9.1.12.FI.1 Identify ways to protect yourself from identify theft.
- PFL.9.1.12.FI.2 Explain ways to manage your accounts that maximize benefits and provide you with the utmost protection.
- PFL.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).
- PFL.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.
- PFL.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.
- PFL.9.1.12.PB.1 Explain the difference between saving and investing.
- PFL.9.1.12.PB.3 Design a personal budget that will help you reach your long-term and short-term financial goals.
- PFL.9.1.12.PB.4 Explain how you would revise your budget to accommodate changing circumstances.
- PFL.9.1.12.PB.6 Describe and calculate interest and fees that are applied to various forms of spending, debt and saving.
- PFL.9.1.12.RM.1 Describe the importance of various sources of income in retirement, including Social Security, employer-sponsored retirement savings plans, and personal investments.
- PFL.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.
- TECH.9.4.12.CI.1 Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- TECH.9.4.12.CI.2 Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).

- TECH.9.4.12.CI.3 Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1)
- WRK.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.
- WRK.9.2.12.CAP.19 Explain the purpose of payroll deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay, including the cost of employee benefits to employers and self-employment income.
- PFL.9.1.12.CDM.5 Identify the types of characteristics of predatory lending practices and the importance of collateral (e.g., payday loans, car title loans, high-risk mortgages).
- PFL.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
- WRK.9.2.12.CAP.10 Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).
- WRK.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.
- v

Transfer Goals and Career Ready Practices

Transfer Goals

Students will be able to learn the value of savings & investing so that in the long run they will make successful decisions in order to build long term wealth.

Concepts

Essential Questions

8x • How does the phrase “Don’t put all your eggs in one basket” relate to a financial portfolio?
8x • What makes an investment “good”?
8x • What’s the difference between a person who struggles financially and one who builds long term wealth?
8x • What’s the difference between savings and investing?

Understandings

Students will understand ... Saving early and often combined with certain individual values and spending habits builds long term wealth; Saving for an emergency fund differs from saving for an investment; Risk, return, and liquidity are key factors when determining savings and investment alternatives; and Diversification is critical to creating a successful financial portfolio.

Critical Knowledge and Skills

Knowledge

Students will know...

0x • 7 Baby steps to financial wealth
0x • How to compare savings scenarios based upon time, value, rate of return, and compound interest
0x • How to select an investment based upon risk, return, and liquidity
0x • Investing instruments
0x • The 5 stages of investing
0x • The risk/reward relationship
0x • Types of risk associated with various investing instruments(financial, liquidity, market ,inflation, and fraud)

Skills

Students will be able to...

0x • Analyze how individual values and spending affect savings a person's wealth
0x • Create a diverse financial portfolio based upon risk and liquidity
0x • Differentiate between savings and investing
0x • Provide sound financial advice to people along the various stages of investing
0x • Understand the power of compound interest

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

Professionalism

Do Now's

THEME Challenges/Tasks/Projects (team based/individual)

Foundations Digital Journals

Foundations Digital Module Videos and Quizzes

School Summative Assessment Plan

THEME Test (Multiple choice, short answer, essay reflection).

Foundations Digitial TEST

Primary Resources

Foundations Digital online learning https://www.foundationsdigital.com/app/#/login/

Knowledge at Wharton High School https://kwhs.wharton.upenn.edu/

Keys to Financial Success- The Federal Reserve Bank of Philadelphia curriculum

Supplementary Resources

Intergarted Videos (youtube, etc.)

Stock Market https://www.marketwatch.com/

Microsoft Office (Excel, Outlook, Power Point)

Technology Integration and Differentiated Instruction

Technology Integration

- **Google Products**
    - Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
    - GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

- **One to One Student's laptop**
    - All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

- **Additional Support Videos**

The videos below are just examples of videos that can be used to support each of the Lessons within this Topic. There are more additional videos provided for each and can be assigned from the Pearson enVisions 2.0 online textbook from the teachers' login.

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

❑ Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

English Language Learners (N.J.A.C.6A:15)

❑ Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

❑ All assignments have been created in the student's native language.

❑ Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

❑ Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

Special Education Students (N.J.A.C.6A:8-3.1)

❑ Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.

❑ All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

MATH - Compound interest, financial calculations, account rec's, payroll calculucations, debt analysis

ELA- Article analysis, essay reflections, aritculation during presentations, professional language in written documents, reaserch, compare/contrast resources and career paths

SOCIAL STUDIES - History of debt, credit cards, stock market crash, FDIC and FDR

GLOBAL AWARENESS - Relationship to US and other countries financially, global reflections and article analysis

Learning Plan / Pacing Guide

Week 1:

- Saving Your Earnings Based on "Real" Pay:
    - Packet/Notes Mini-Unit
        - Understanding a Paycheck
        - What are deductions VS required Fed/NJ taxes?
        - W4 - How it affects deductions
        - Earnings Statements, W2, Gross Pay VS Net Pay

Week 2:

- Simple & Compound Interest - Packet Notes
- Spenders VS Savers - A longterm outlook
- Dangers of Living Paycheck-to-Paycheck - A look at hypothetical case studies
- Interest Bearing Accounts and Non-Stock-Market Types of Investments
- Savings Project (media based, video production)

Week 3:

- Introduction to the Stock Market
- Stock Market Collaborative Online Simulation & Daily Tracking
- Reading a Stock Table
- Financial Risk VS Reward
- When to Sell, When to Buy Stocks
- Bull Markets VS Bear Markets

Week 4:

- Pensions VS 401K VS 403B Accounts - Which Careers Offer Which and How they Work - Connections to/from Theme II
- Tracking Project (at the close of the Stocks mini-unit) - Charting Stock Performance Over Time in MS Office
- Essay Project - Introduce Yourself in your 20's, 30's, and 40's.

2019 Theme V: Credit

Content Area: **Applied Tech**
Course(s): **PERSONAL FINANCE**
Time Period: **Marking Period 1**
Length: **2 weeks**
Status: **Published**

Standards

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Transfer Goals and Career Ready Practices

Transfer Goals

Students will understand ... You need to *save* more than you *spend* to accumulate net worth; A budget helps keep track of financial goals; People are forced to make decisions (trade-offs)based upon their income; and Taxes benefit not only the government, but also the people living in that economy.

Concepts

Essential Questions

1x • Can anyone get a credit card?
1x • How can you be a responsible consumer when using credit cards?
0x • What is financial planning?
1x • Why is a good credit score important?
1x • Why is proper credit use important?

Understandings

Students will understand that . . . Economic reasoning leads to wealth; There are many misconceptions about millionaires; People who set and write down goals earn more money; and Using decision-making strategies and making informed decisions yields better results.

Critical Knowledge and Skills

Knowledge

Students will know...

0x • Credit records and regulations
0x • Effects on economy
0x • Fundamentals of credit
0x • The cost of credit
0x • The uses of credit

Skills

Students will be able to...

1x • Define credit and how it is used
1x • Dis/Advantages of credit
1x • Discuss credit applications
1x • Distinguish the different types of credit
1x • Explain how credit is granted (3 C's
1x • Explain the costs of credit
1x • Explain the difference between simple and compound interest

1x • Explain the purpose of a credit report and how it is used

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

Professionalism

Do Now's

THEME Challenges/Tasks/Projects (team based/individual)

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Foundations Digital Module Videos and Quizzes

School Summative Assessment Plan

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Foundations Digitial TEST

FINAL Exam follows the conclusion of THEMES I-V

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SOCIAL STUDIES - History of debt, credit cards, stock market crash, FDIC and FDR

GLOBAL AWARENESS - Relationship to US and other countries financially, global reflections and article analysis

Learning Plan / Pacing Guide

Week 1:

What is Credit - Prepared Packet/Notes/Challenges

Credit: A Scavenger Hunt (research)

Week 2:

Credit Scores: How they affect home/auto/college loans and financing options in adult situations

Credit Cards: Pros VS Cons - Uses VS Dangers

Calculating Late Fees and Finance Charges: The Danger of Making "Minimum" Payments

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