



# Washington Township School District



*The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive educational environment that provides opportunity for all students to attain the knowledge and skills specified in the NJ Learning Standards at all grade levels, so as to ensure their full participation in an ever-changing world as responsible, self-directed and civic-minded citizens.*

<b>Course Title:</b>	<b>Financial Literacy in the 21<sup>st</sup> Century</b> (self-paced, online)					
<b>Grade Level(s):</b>	<b>11-12</b>					
<b>Duration:</b>	<i>Full Year:</i>		<i>Semester:</i>	<b>X</b>	<i>Marking Period:</i>	
<b>Course Description:</b>	This course outlines the process for valuable financial planning, including understanding income and careers, developing budgets, money management; credit and debt management; planning, saving and investing; becoming a critical consumer; risk management and insurance; and civic financial responsibility. This course satisfies the 2.5 credit high school financial literacy requirement. The use of the learning management system for full course delivery is required. Participation in the course includes accessing links, submitting assignment and practice activities, discussion board participation and live classroom participation. As part of the graduation requirement, students are to take a written midterm and final in school as part of the course. The course is an accelerated course. The summer course will be completed in approximately 7 weeks, whereas the courses during the school year will be completed in approximately 14 weeks. This course is not a business education elective; therefore, students enrolled are not eligible for DECA.					
<b>Grading Procedures:</b>	Category Weighting					
<b>Primary Resources:</b>	Open Educational Content Next Generation Personal Finance					

## Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21<sup>st</sup> century skills for College and Career Readiness in a global society

**Designed by:**

Josh Hanlon

**Under the Direction of:**

Jeffrey Snyder

**Written:** \_\_\_\_\_ **Summer 2021** \_\_\_\_\_

**Revised:** \_\_\_\_\_

**BOE Approval:** \_\_\_\_\_

Unit 1: Economics and Risk Management  
Unit 2: Career Exploration and the Cost of College  
Unit 3: Planning and Budgeting, Banking  
Unit 4: Saving and Investing  
Unit 5: Credit and Debt Management  
Unit 6: Taxes and Civic Financial Responsibility

## Unit Title: Unit 1 Economies and Financial Behaviors

### Unit Description:

This unit provides students an understanding of the economic system and explains how components interact, nationally and globally. Students will recognize their role as consumers and how to make decisions in fiscally responsible manner.

Life involves risk and financial security depends in part on managing that risk. Risk management is the process of measuring risk and finding ways to minimize or manage loss. Insurance is the vehicle that provides protection against specific types of financial loss.

### Unit Duration: 3 weeks

### Desired Results

#### Standard(s):

9.1.12.EG.1  
9.1.12.EG.2  
9.1.12.EG.3  
9.1.12.EG.4  
9.1.12.EG.5  
9.1.12.EG.6  
9.1.12.RM.1  
9.1.12.RM.2  
9.1.12.RM.3  
9.1.12.RM.4  
9.1.12.RM.5  
9.1.12.RM.6  
9.1.12.RM.7

#### Indicators:

9.1.12.EG.1: Review the tax rates on different sources of income and on different types of products and services purchased.  
9.1.12.EG.2: Explain why various forms of income are taxed differently.  
9.1.12.EG.3: Explain how individuals and businesses influence government policies.  
9.1.12.EG.4: Explain the relationship between your personal financial situation and the broader economic and governmental policies.  
9.1.12.EG.5: Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison and achieving societal responsibilities.  
9.1.12.EG.6: Analyze the rights and responsibilities of buyers and sellers under consumer protection laws.  
9.1.12.RM.3: Compare the cost of various types of insurance (e.g., life, homeowners, motor vehicle) for the same product or service, strategies to lower costs, and the process for filing an insurance claim.  
9.1.12.RM.4: Determine when and why it may be appropriate for the government to provide insurance coverage rather than private industry.  
9.1.12.RM.5: Explain what self-insuring is and determine when it is appropriate.  
9.1.12.RM.6: Differentiate the costs benefits and features (e.g., riders, deductibles, umbrella policies) of renter's and homeowner's insurance.  
9.1.12.RM.7: Evaluate individual and family needs for insurance protection using opportunity -cost analysis to determine if the amount of protection is adequate or over -insured.

#### Understandings:

*Students will understand that...*

- There are different ways you can influence government policy to improve your financial situation.
- Tax rates vary based on your financial situation

#### Essential Questions:

- How do individuals and businesses influence government policies?
- How does an economic system relate to personal wealth?
- What can be used to evaluate a tolerance for risk?

<ul style="list-style-type: none"> <li>• There are agencies, laws, and resources to protect you as a consumer.</li> <li>• A person's tolerance for investment risk can change depending on factors such as life circumstances, financial goals, and economic conditions</li> <li>• Different types of insurance have different costs and protections.</li> </ul>	<ul style="list-style-type: none"> <li>• What are the various protections different types of insurance provide?</li> </ul>
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### Assessment Evidence

<b>Performance Tasks:</b> <ul style="list-style-type: none"> <li>• Interactive Activities (Nearpod, EdPuzzle)</li> <li>• Content quiz</li> <li>• Reflection Journal</li> <li>• Rubric based discussions</li> </ul>	<b>Other Evidence:</b> <ul style="list-style-type: none"> <li>• Class notes</li> <li>• Engagement analytics</li> </ul>
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#### Benchmarks:

- Content Quiz
- Personal Reflection Activity

### Learning Plan

#### Learning Activities:

- Economies and Government Influence (1.5 weeks)
  - Economic Notes
  - What is Economics
  - Opportunity Cost Discussion
  - Economics Vocabulary Review
  - Reflection Activities
- Insurance and Risk Management (1.5 weeks)
  - Risk Management Notes
  - Automobile Insurance
  - How to buy a car
  - Insurance Interview
  - Insurance Review
  - Reflection Activities

#### Resources:

- Presentation slide decks
- EdPuzzle
- Nearpod
- Resources provided by Next Generation Personal Finance
- More Resources can be found in Business Schoology Group

### Unit Learning Goal and Scale

*(Level 2.0 reflects a minimal level of proficiency)*

#### Standard(s):

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

**4.0**

#### Students will be able to:

- Students must outline the strengths and weaknesses of the current economic system in the United States. They should be able to discuss their feelings on government control and regulations. They must

	then provide an explanation in regard to opportunities to improve the current economic system in the United States.
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Relate a country's economic system of production and consumption to building personal wealth and achieving societal responsibilities</li> <li>• Assess the impact of emerging global economic events on financial planning.</li> <li>• Analyze how citizen decisions and actions can influence the use of economic resources to achieve societal goals and provide individual services.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Define the following terms: economic system, law of supply, law of demand, recession, depression, inflation, stagflation, fiscal policy, monetary policy, GDP, Consumer Price Index, etc.</li> <li>• Compare and Contrast the economic systems: Command, Mixed, Market, and traditional.</li> <li>• Rationalize that all societies deal with scarcity and explain the concept of opportunity costs.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

**Standard(s):**

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.

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Students will be able to design various insurance policies according to the needs of the financial situations of families and individuals.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Compare and contrast various insurance policies and identify the needs of individuals and families.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Define and explain various insurance terminology and key components of insurance policies.</li> <li>• How insurance is used to mitigate risk.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

### Unit Modifications for Special Population Students

<b>Advanced Learners</b>	<ul style="list-style-type: none"> <li>• Create additional and alternative assignments and assessments to create challenge and foster discovery of knowledge.</li> <li>• Provide ample opportunities for creative behavior.</li> <li>• Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation.</li> <li>• Show appreciation for creative efforts</li> <li>• Respect unusual questions, ideas, and solutions.</li> <li>• Encourage students to test their ideas.</li> <li>• Provide opportunities and give credit for self-initiated learning.</li> <li>• Avoid overly detailed supervision and too much reliance on prescribed curricula.</li> <li>• Allow time for reflection.</li> <li>• <i>Example of Modification: Teacher will provide Advanced Learner with choice assignments that encourage original work.</i></li> </ul>
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<b>Struggling Learners</b>	<ul style="list-style-type: none"> <li>• Facilitate access to review materials and remediation activities through learning management system feedback tools</li> <li>• Assist students in getting organized.</li> <li>• Give short video-based directions.</li> <li>• Break assignments into small segments and assign only one segment at a time.</li> <li>• Demonstrate skills and have students model them.</li> <li>• Give prompt feedback.</li> <li>• Use system analytics to monitor student progress</li> <li>• Prepare materials at varying levels of ability.</li> <li>• Use Microsoft accessibility tools</li> <li>• <i>Example of Modification: Students will be provided with specific topics to research</i></li> </ul>
<b>English Language Learners</b>	<ul style="list-style-type: none"> <li>• Coordinate with English Language Learner advisor to modify activities where appropriate: <a href="http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf">http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf</a></li> <li>• Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways during video instructions.</li> <li>• Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class.</li> <li>• Give honest praise and positive feedback through your voice tones and visual articulation whenever possible.</li> <li>• Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English.</li> <li>• Integrate students' cultural background into feedback.</li> <li>• Use Microsoft accessibility tools</li> </ul>
<b>Learners with an IEP</b>	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> <li>• Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>• Variation of input: adapting the way instruction is delivered</li> <li>• Variation of output: adapting how a student can respond to instruction</li> <li>• Variation of size: adapting the number of items the student is expected to complete</li> <li>• Modifying the content, process or product</li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a></p>
<b>Learners with a 504</b>	<p>Refer to page four in the <a href="#">Parent and Educator Guide to Section 504</a> to assist in the development of appropriate plans.</p>

## Interdisciplinary Connections

**Indicators:**

MA.9-12.N-Q Numbers and Number Systems Quantities

LA.11-12.WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LA.11-12.WHST.11-12.6 Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

## Integration of 21<sup>st</sup> Century Skills

**Indicators:**

- 4 C's of 21<sup>st</sup> Century Learning

Continued use of skills to empower students to be self directed learners each lesson incorporates Creativity, Collaboration, Communication, and Critical Thinking

## Unit Title: Unit 2 Career and College Planning

### Unit Description:

Before utilizing money, you will need to be able to display the skills to acquire it. This unit will examine college and career planning. Students will examine the true costs of college and examine the overall value of a college education. They will also explore the components of career planning.

**Unit Duration: 3 weeks**

### Desired Results

#### Standard(s):

9.1.12.CAP.1  
9.1.12.CAP.3  
9.1.12.CAP.4  
9.1.12.CAP.5  
9.1.12.CAP.6  
9.1.12.CAP.8  
9.1.12.CAP.10  
9.1.12.CAP.16  
9.1.12.CAP.18  
9.1.12.CAP.19  
9.1.12.CDM.4

#### Indicators:

9.2.12.CAP.1: Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.  
9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.  
9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.  
9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.  
9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.  
9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.  
9.2.12.CAP.10: Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).  
9.2.12.CAP.16: Explain why taxes are withheld from income and the relationship of federal, state, and local taxes (e.g., property, income, excise, and sales) and how the money collected is used by local, county, state, and federal governments.  
9.2.12.CAP.18: Differentiate between taxable and nontaxable income from various forms of employment (e.g., cash business, tips, tax filing and withholding).  
9.2.12.CAP.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.  
9.1.12.CDM.4: Identify issues associated with student loan debt, requirements for repayment, and consequences of failure to repay student loan debt.

#### Understandings:

*Students will understand that...*

- There are strategies to improve one's professional value and marketability
- Career planning requires purposeful planning based on research, self-knowledge, and informed choices.

#### Essential Questions:

- How can my interests and aptitudes lead me to a successful and fulfilling career?
- What continuing education is necessary to lead me to a career path?
- What are different timetables that lead to a career path?
- What are the job criteria for various sectors?



<ul style="list-style-type: none"> <li>Understanding income involves an analysis of payroll taxes, deductions, and earned benefits.</li> <li>There are reasons and consequences to taking on debt.</li> </ul>	<ul style="list-style-type: none"> <li>Are there strategies I can use to reduce the cost of post-secondary education?</li> <li>Why are taxes withheld from my paycheck?</li> </ul>
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### Assessment Evidence

<b>Performance Tasks:</b> <ul style="list-style-type: none"> <li>Interactive Activities (Nearpod, EdPuzzle)</li> <li>Content quiz</li> <li>Reflection Journal</li> <li>Rubric based discussions</li> </ul>	<b>Other Evidence:</b> <ul style="list-style-type: none"> <li>Class notes</li> <li>Engagement analytics</li> </ul>
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#### Benchmarks:

- Content Quizzes
- Reflection Activity

### Learning Plan

#### Learning Activities:

- Careers (1.5 weeks)
  - Careers Notes
  - Career search
  - Career Discussion
  - Reading a Paystub
  - Career Review
  - Reflection Activities
- Post Secondary Education (1.5 weeks)
  - Income Notes
  - The Value of College
  - College vs Trade
  - Income Review
  - Post secondary plan reflection
  - Reflection Activities

#### Resources:

- Presentation slide decks
- EdPuzzle
- Nearpod
- Resources provided by Next Generation Personal Finance
- More Resources can be found in Business Schoology Group

### Unit Learning Goal and Scale

*(Level 2.0 reflects a minimal level of proficiency)*

#### Standard(s):

9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.

**4.0**     **Students will be able to:**

	<ul style="list-style-type: none"> <li>Develop and analyze their own specific career path that takes them postsecondary education.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Identify ways in which postsecondary education, training, and certifications can apply to different career paths</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Differentiate between postsecondary degrees, job training, and certifications.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

<b>Standard(s):</b> 9.2.12.CAP.10: Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).	
<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Compare and contract the overall cost of postsecondary education from a variety of institutions and include opportunity costs.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Identify ways in which they can lower the post of postsecondary education.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Define and understand the role of grants, loans, scholarships, and other tuition assistance tools.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
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Unit Modifications for Special Population Students	
<b>Advanced Learners</b>	<ul style="list-style-type: none"> <li>Create additional and alternative assignments and assessments to create challenge and foster discovery of knowledge.</li> <li>Provide ample opportunities for creative behavior.</li> <li>Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation.</li> <li>Show appreciation for creative efforts</li> <li>Respect unusual questions, ideas, and solutions.</li> <li>Encourage students to test their ideas.</li> <li>Provide opportunities and give credit for self-initiated learning.</li> <li>Avoid overly detailed supervision and too much reliance on prescribed curricula.</li> <li>Allow time for reflection.</li> <li><i>Example of Modification: Teacher will provide Advanced Learner with choice assignments that encourage original work.</i></li> </ul>
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	<ul style="list-style-type: none"> <li>• Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways during video instructions.</li> <li>• Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class.</li> <li>• Give honest praise and positive feedback through your voice tones and visual articulation whenever possible.</li> <li>• Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English.</li> <li>• Integrate students' cultural background into feedback.</li> <li>• Use Microsoft accessibility tools</li> </ul>
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## Integration of 21<sup>st</sup> Century Skills

### Indicators:

- 4 C's of 21<sup>st</sup> Century Learning

Continued use of skills to empower students to be self directed learners each lesson incorporates Creativity, Collaboration, Communication, and Critical Thinking

## Unit Title: Unit 3 Financial Planning and Banking

### Unit Description:

This Unit walks students through the process of financial planning for both the short and long term. Students will be exposed to the budgeting process for various life situations by examining financial psychology. Banking plays an important role in the financial planning process.

**Unit Duration: 3 weeks**

### Desired Results

#### Standard(s):

9.1.12.FP.2  
9.1.12.FP.3  
9.1.12.FP.4  
9.1.12.FP.5  
9.1.12.FP.6  
9.1.12.FI.1  
9.1.12.FI.4  
9.1.12.PB.3  
9.1.12.PB.4  
9.1.12.PB.5

#### Indicators:

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

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

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

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

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

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

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

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

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

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

#### Understandings:

*Students will understand that...*

- To be fiscally responsible, an individual's finances should align with his or her values and goals.
- Biological behavioral biases, psychology, and unconscious beliefs affect financial decision-making.
- The ability to assess external information is a necessary skill to make informed decisions aligned to one's goals.

#### Essential Questions:

- How do my values contribute to long term financial goals?
- What beliefs do I have that contribute to my financial decision making?
- What sources will allow me to collect information to make short and long-term financial decisions.
- What is the importance of financial institutions in financial planning?

<ul style="list-style-type: none"> <li>• There are ways to manage your accounts that provide you with maximum benefits and protection.</li> <li>• There are factors you can use to select financial institutions and professionals that are best suited for your needs.</li> <li>• A budget may need to be modified as an individual's career, financial goals (e.g., education, home ownership, retirement), and/or other life situations change.</li> </ul>	<ul style="list-style-type: none"> <li>• How will budgets be adjusted and modified during my lifetime?</li> <li>• What strategies can I take to protect my identity?</li> </ul>
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### Assessment Evidence

<b>Performance Tasks:</b> <ul style="list-style-type: none"> <li>• Interactive Activities (Nearpod, EdPuzzle)</li> <li>• Content quiz</li> <li>• Reflection Journal</li> <li>• Rubric based discussions</li> </ul>	<b>Other Evidence:</b> <ul style="list-style-type: none"> <li>• Class notes</li> <li>• Engagement analytics</li> </ul>
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#### Benchmarks:

- Content Quizzes
- Reflection Activity

### Learning Plan

#### Learning Activities:

- Financial Goals and Budgeting (2 weeks)
  - Planning a food budget
  - Short- and long-term budget
  - Planning assessment
- Banking (1 week)
  - Types of banks analysis
  - Managing banking accounts
  - Banking Assessment

#### Resources:

- Presentation slide decks
- EdPuzzle
- Nearpod
- Resources provided by Next Generation Personal Finance
- More Resources can be found in Business Schoology Group

### Unit Learning Goal and Scale

*(Level 2.0 reflects a minimal level of proficiency)*

#### Standard(s):

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

4.0	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Identify their values and identify the advantages and disadvantages of different financial vehicles to help them reach long and short-term financial goals.</li> </ul>
3.0	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Develop a personal budget and explain how it can be used to reach financial goals.</li> </ul>
2.0	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Develop a budget and list the important components.</li> </ul>

<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

**Standard(s):**

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).

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Create fictitious financial and non-financial companies and market financial products they offer to a consumer</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Evaluate and analyze the benefits and drawbacks of products needed for specific life situations.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Define the purpose of products offered by financial and non-financial institutions.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

### Unit Modifications for Special Population Students

<b>Advanced Learners</b>	<ul style="list-style-type: none"> <li>• Create additional and alternative assignments and assessments to create challenge and foster discovery of knowledge.</li> <li>• Provide ample opportunities for creative behavior.</li> <li>• Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation.</li> <li>• Show appreciation for creative efforts</li> <li>• Respect unusual questions, ideas, and solutions.</li> <li>• Encourage students to test their ideas.</li> <li>• Provide opportunities and give credit for self-initiated learning.</li> <li>• Avoid overly detailed supervision and too much reliance on prescribed curricula.</li> <li>• Allow time for reflection.</li> <li>• <i>Example of Modification: Teacher will provide Advanced Learner with choice assignments that encourage original work.</i></li> </ul>
<b>Struggling Learners</b>	<ul style="list-style-type: none"> <li>• Facilitate access to review materials and remediation activities through learning management system feedback tools</li> <li>• Assist students in getting organized.</li> <li>• Give short video-based directions.</li> <li>• Break assignments into small segments and assign only one segment at a time.</li> <li>• Demonstrate skills and have students model them.</li> <li>• Give prompt feedback.</li> <li>• Use system analytics to monitor student progress</li> <li>• Prepare materials at varying levels of ability.</li> <li>• Use Microsoft accessibility tools</li> <li>• <i>Example of Modification: Students will be provided with specific topics to research</i></li> </ul>
<b>English Language Learners</b>	<ul style="list-style-type: none"> <li>• Coordinate with English Language Learner advisor to modify activities where appropriate: <a href="http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf">http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf</a></li> <li>• Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways during video instructions.</li> <li>• Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class.</li> <li>• Give honest praise and positive feedback through your voice tones and visual articulation whenever possible.</li> </ul>

	<ul style="list-style-type: none"> <li>• Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English.</li> <li>• Integrate students' cultural background into feedback.</li> <li>• Use Microsoft accessibility tools.</li> </ul>
Learners with an IEP	<p>Each special education student has an Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> <li>• Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>• Variation of input: adapting the way instruction is delivered</li> <li>• Variation of output: adapting how a student can respond to instruction</li> <li>• Variation of size: adapting the number of items the student is expected to complete</li> <li>• Modifying the content, process or product</li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a></p>
Learners with a 504	Refer to page four in the <a href="#">Parent and Educator Guide to Section 504</a> to assist in the development of appropriate plans.

### Interdisciplinary Connections

#### Indicators:

MA.9-12.N-Q Numbers and Number Systems Quantities

LA.11-12.WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LA.11-12.WHST.11-12.6 Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

### Integration of 21<sup>st</sup> Century Skills

#### Indicators:

- 4 C's of 21<sup>st</sup> Century Learning

Continued use of skills to empower students to be self directed learners each lesson incorporates Creativity, Collaboration, Communication, and Critical Thinking

## Unit Title: Unit 4 Saving, Investing, and Retiring

### Unit Description:

In order to achieve financial security, one must develop a financial plan that includes a savings plan, investment strategies, and retirement planning. These financial tools will help to build wealth, meet financial goals, and provide sound financial security into the future.

Students will illustrate the importance of a savings plan and be able to evaluate different savings products based on financial goals. They will recognize proper investment strategies after researching their various advantages and disadvantages. Students will also recognize the importance of planning for the future.

### Unit Duration: 3 Weeks

### Desired Results

#### Standard(s):

9.1.12.PB.1  
9.1.12.PB.2  
9.1.12.PB.3  
9.1.12.PB.4  
9.1.12.PB.6  
9.1.12.FI.2  
9.1.12.FI.3  
9.1.12.FP.1  
9.1.12.FP.7

#### Indicators:

9.1.12.PB.1: Explain the difference between saving and investing  
9.1.12.PB.2: Prioritize financial decisions by considering alternatives and possible consequences.  
9.1.12.PB.3: Design a personal budget that will help you reach your long-term and short-term financial goals.  
9.1.12.PB.4: Explain how you would revise your budget to accommodate changing circumstances.  
9.1.12.PB.6: Describe and calculate interest and fees that are applied to various forms of spending, debt and saving  
9.1.12.FI.2: Explain ways to manage your accounts that maximize benefits and provide you with the utmost protection.  
9.1.12.FI.3: Develop a plan that uses the services of various financial institutions to prepare for long term personal and family goals (e.g., college, retirement).  
9.1.12.FP.1: Create a clear long-term financial plan to ensure its alignment with your values.  
9.1.12.FP.7: Determine how multiple sources of objective, accurate and current financial information affect the prioritization of financial decisions (e.g., print information, prospectus, certified financial planners, internet, sales representatives, etc.)  
9.1.12.RM.1: Describe the importance of various sources of income in retirement, including Social Security, employer-sponsored retirement savings plans, and personal investments.  
9.1.12.RM.2: Identify types of investments appropriate for different objectives such as liquidity, income, and growth.

#### Understandings:

*Students will understand that...*

- There are ways to align your investments with your personal financial goals.
- A budget may need to be modified as an individual's career, financial goals (e.g., education, home ownership, retirement), and/or other life situations change.
- Money management requires understanding of cash flow systems and business practices

#### Essential Questions:

- How can establishing a savings plan lead to financial security and help to achieve financial goals?
- How can establishing a savings plan lead to financial security and help to achieve financial goals?
- What are the long-term benefits of proper retirement planning as an element of an overall financial plan?



<ul style="list-style-type: none"> <li>• There are ways to manage your accounts that provide you with maximum benefits and protection.</li> <li>• The ability to assess external information is a necessary skill to make informed decisions aligned to one's goals.</li> <li>• A person's tolerance for investment risk can change depending on factors such as life circumstances, financial goals, and economic conditions</li> <li>• To be fiscally responsible, an individual's finances should align with his or her values and goals.</li> </ul>	
Assessment Evidence	
<b>Performance Tasks:</b> <ul style="list-style-type: none"> <li>• Interactive Activities (Nearpod, EdPuzzle)</li> <li>• Content quiz</li> <li>• Reflection Journal</li> <li>• Rubric based discussions</li> </ul>	<b>Other Evidence:</b> <ul style="list-style-type: none"> <li>• Class notes</li> <li>• Engagement analytics</li> </ul>
<b>Benchmarks:</b> <ul style="list-style-type: none"> <li>• Content Quizzes</li> <li>• Reflection Activity</li> </ul>	
Learning Plan	
<b>Learning Activities:</b> <ul style="list-style-type: none"> <li>• <u>Saving and Investing (2 weeks)</u> <ul style="list-style-type: none"> <li>○ Class notes</li> <li>○ Class discussion</li> <li>○ Savings and investing interactive game</li> <li>○ Assessments</li> </ul> </li> <li>• <u>Retirement (1 week)</u> <ul style="list-style-type: none"> <li>○ Class notes</li> <li>○ Long-term planning analysis</li> <li>○ Retirement assessment</li> </ul> </li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>• Presentation slide decks</li> <li>• EdPuzzle</li> <li>• Nearpod</li> <li>• Resources provided by Next Generation Personal Finance</li> <li>• More Resources can be found in Business Schoology Group</li> </ul>	

Unit Learning Goal and Scale (Level 2.0 reflects a minimal level of proficiency)	
<b>Standard(s):</b> 9.1.12.PB.1: Explain the difference between saving and investing.	
<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Create a SWOT style analysis for financial products that contribute towards long term goals.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Explain how different savings and investing products can contribute to a long-term goal.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Compare and contrast the financial products that allow an individual to invest and save.</li> </ul>

<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

**Standard(s):**

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

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Create a long-term financial plan with a variety of products using current data to meet goals.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Create and analyze long-term financial plans to meet predetermined goals.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Identify components of a long-term financial plan.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

### Unit Modifications for Special Population Students

<b>Advanced Learners</b>	<ul style="list-style-type: none"> <li>Create additional and alternative assignments and assessments to create challenge and foster discovery of knowledge.</li> <li>Provide ample opportunities for creative behavior.</li> <li>Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation.</li> <li>Show appreciation for creative efforts</li> <li>Respect unusual questions, ideas, and solutions.</li> <li>Encourage students to test their ideas.</li> <li>Provide opportunities and give credit for self-initiated learning.</li> <li>Avoid overly detailed supervision and too much reliance on prescribed curricula.</li> <li>Allow time for reflection.</li> <li><i>Example of Modification: Teacher will provide Advanced Learner with choice assignments that encourage original work.</i></li> </ul>
<b>Struggling Learners</b>	<ul style="list-style-type: none"> <li>Facilitate access to review materials and remediation activities through learning management system feedback tools</li> <li>Assist students in getting organized.</li> <li>Give short video-based directions.</li> <li>Break assignments into small segments and assign only one segment at a time.</li> <li>Demonstrate skills and have students model them.</li> <li>Give prompt feedback.</li> <li>Use system analytics to monitor student progress</li> <li>Prepare materials at varying levels of ability.</li> <li>Use Microsoft accessibility tools</li> <li><i>Example of Modification: Students will be provided with specific topics to research.</i></li> </ul>
<b>English Language Learners</b>	<ul style="list-style-type: none"> <li>Coordinate with English Language Learner advisor to modify activities where appropriate: <a href="http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf">http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf</a></li> <li>Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways during video instructions.</li> <li>Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class.</li> <li>Give honest praise and positive feedback through your voice tones and visual articulation whenever possible.</li> </ul>

	<ul style="list-style-type: none"> <li>• Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English.</li> <li>• Integrate students' cultural background into feedback.</li> <li>• Use Microsoft accessibility tools.</li> </ul>
Learners with an IEP	<p>Each special education student has an Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> <li>• Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>• Variation of input: adapting the way instruction is delivered</li> <li>• Variation of output: adapting how a student can respond to instruction</li> <li>• Variation of size: adapting the number of items the student is expected to complete</li> <li>• Modifying the content, process or product</li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a></p>
Learners with a 504	Refer to page four in the <a href="#">Parent and Educator Guide to Section 504</a> to assist in the development of appropriate plans.

### Interdisciplinary Connections

#### Indicators:

MA.9-12.N-Q Numbers and Number Systems Quantities

LA.11-12.WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LA.11-12.WHST.11-12.6 Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

### Integration of 21<sup>st</sup> Century Skills

#### Indicators:

- 4 C's of 21<sup>st</sup> Century Learning

Continued use of skills to empower students to be self directed learners each lesson incorporates Creativity, Collaboration, Communication, and Critical Thinking

## **Unit Title: Unit 5 Debit and Credit Management**

### **Unit Description:**

This Unit walks students through the process of financial planning for both the short and long term. Students will be exposed to the budgeting process for various life situations by examining financial psychology. Banking plays an important role in the financial planning process.

### **Unit Duration: 3 Weeks**

### **Desired Results**

#### **Standard(s):**

9.1.12.CDM.1  
9.1.12.CDM.2  
9.1.12.CDM.3  
9.1.12.CDM.5  
9.1.12.CDM.6  
9.1.12.CDM.7  
9.1.12.CDM.8  
9.1.12.CDM.9  
9.1.12.CDM.10  
9.1.12.CP.1  
9.1.12.CP.2  
9.1.12.CP.3  
9.1.12.CP.4  
9.1.12.CP.5  
9.1.12.CP.6  
9.1.12.CP.7  
9.1.12.CP.8  
9.1.12.CP.9

#### **Indicators:**

9.1.12.CDM.1: Identify the purposes, advantages, and disadvantages of debt.  
9.1.12.CDM.2: Compare and contrast the advantages and disadvantages of various types of mortgages.  
9.1.12.CDM.3: Determine ways to leverage debt beneficially.  
9.1.12.CDM.5: Identify the types of characteristics of predatory lending practices and the importance of collateral (e.g., payday loans, car title loans, high-risk mortgages).  
9.1.12.CDM.6: Compute and assess the accumulating effect of interest paid overtime when using a variety of sources of credit. (e.g., student loans, credit cards, auto loans, mortgages, etc.).  
9.1.12.CDM.7: Calculate a mortgage payment based on type of loan, down payment, credit score, and loan interest rate.  
9.1.12.CDM.8: Compare and compute interest and compound interest and develop an amortization table using business tools.  
9.1.12.CDM.9: Summarize the causes and consequences of personal and corporate bankruptcy and evaluate the implications for self and others.  
9.1.12.CDM.10: Determine when credit counselling is necessary and evaluate the resources available to assist consumers who wish to use it.  
9.1.12.CP.1: Summarize how one's credit history can affect finances, including loan terms, employment, and qualifying for loans.

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

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

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

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

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

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

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

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

#### Understandings:

*Students will understand that...*

- There are reasons and consequences to taking on debt.
- There are ways to evaluate loans and their impact on one's personal financial plan.
- Borrowers have rights and responsibilities.
- Negative information in credit reports can affect a person's credit score and financial options.

#### Essential Questions:

- How can the responsible use of credit be used as a powerful financial tool to benefit consumers and the economy as a whole?
- Why is it essential to financial security that a credit management plan be in place to protect future earnings?
- How can serious financial problems result from the misuse of credit?

### Assessment Evidence

#### Performance Tasks:

- Interactive Activities (Nearpod, EdPuzzle)
- Content quiz
- Reflection Journal
- Rubric based discussions

#### Other Evidence:

- Class notes
- Engagement analytics

#### Benchmarks:

- Content Quizzes
- Reflection Activity

### Learning Plan

#### Learning Activities:

- Credit and Debit Management (3 weeks)
  - Class Notes
  - Credit Counseling Activity
  - Credit Profile Interactive
  - Credit Assessment
  - Credit Discussion Reflection

#### Resources:

- Presentation slide decks
- EdPuzzle
- Nearpod
- Resources provided by Next Generation Personal Finance
- More Resources can be found in Business Schoology Group

## Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

### Standard(s)

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

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Develop a presentation that shows how proper debt management starting at 18 years old can relate to a positive credit profile. Students will be able to point out specific examples of ways in which debt can negatively impact them.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Identify the advantages and disadvantages of debt during a specific period in their lives.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Define the following terms: Credit, credit agency, credit score, FICO Score, character, capacity, collateral, capital, etc.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

### Standard(s):

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

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Devise a plan to fix a poor credit score by developing a procedure for the upcoming year that will improve one's FICO score categories: Inquires, Debt/Equity, Payment history, length of credit history, various types of credit.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Analyze the information contained in a credit report and explain how to improve a credit rating.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Depict the components of a credit report including background, inquiries, employment history, lending history, negative information, etc.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

## Unit Modifications for Special Population Students

<b>Advanced Learners</b>	<ul style="list-style-type: none"> <li>Create additional and alternative assignments and assessments to create challenge and foster discovery of knowledge.</li> <li>Provide ample opportunities for creative behavior.</li> <li>Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation.</li> <li>Show appreciation for creative efforts</li> <li>Respect unusual questions, ideas, and solutions.</li> <li>Encourage students to test their ideas.</li> <li>Provide opportunities and give credit for self-initiated learning.</li> <li>Avoid overly detailed supervision and too much reliance on prescribed curricula.</li> <li>Allow time for reflection.</li> <li><i>Example of Modification: Teacher will provide Advanced Learner with choice assignments that encourage original work.</i></li> </ul>
<b>Struggling Learners</b>	<ul style="list-style-type: none"> <li>Facilitate access to review materials and remediation activities through learning management system feedback tools</li> <li>Assist students in getting organized.</li> <li>Give short video-based directions.</li> <li>Break assignments into small segments and assign only one segment at a time.</li> <li>Demonstrate skills and have students model them.</li> </ul>

	<ul style="list-style-type: none"> <li>• Give prompt feedback.</li> <li>• Use system analytics to monitor student progress</li> <li>• Prepare materials at varying levels of ability.</li> <li>• Use Microsoft accessibility tools</li> <li>• <i>Example of Modification: Students will be provided with specific topics to research.</i></li> </ul>
<b>English Language Learners</b>	<ul style="list-style-type: none"> <li>• Coordinate with English Language Learner advisor to modify activities where appropriate: <a href="http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf">http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf</a></li> <li>• Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways during video instructions.</li> <li>• Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class.</li> <li>• Give honest praise and positive feedback through your voice tones and visual articulation whenever possible.</li> <li>• Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English.</li> <li>• Integrate students' cultural background into feedback.</li> <li>• Use Microsoft accessibility tools</li> </ul>
<b>Learners with an IEP</b>	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> <li>• Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>• Variation of input: adapting the way instruction is delivered</li> <li>• Variation of output: adapting how a student can respond to instruction</li> <li>• Variation of size: adapting the number of items the student is expected to complete</li> <li>• Modifying the content, process or product</li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a></p>
<b>Learners with a 504</b>	Refer to page four in the <a href="#">Parent and Educator Guide to Section 504</a> to assist in the development of appropriate plans.

## Interdisciplinary Connections

### Indicators:

MA.9-12.N-Q Numbers and Number Systems Quantities

LA.11-12.WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LA.11-12.WHST.11-12.6 Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

## Integration of 21<sup>st</sup> Century Skills

**Indicators:**

- 4 C's of 21<sup>st</sup> Century Learning

Continued use of skills to empower students to be self directed learners each lesson incorporates Creativity, Collaboration, Communication, and Critical Thinking



## Unit Title: Unit 6 Taxes and Civic Financial Responsibility

### Unit Description:

The government generates revenue by taxing its citizens and businesses. Tax revenue is used to run the government. It is to your advantage to know what your tax dollars buy and how the tax system works. The Internal Revenue Service is the government agency responsible for collecting federal income taxes. Each year, taxpayers must file a tax return with the federal government. In this unit, you will learn about government spending and your role in paying federal income taxes. Along with your responsibility to the government comes civic financial responsibility. The final part of this unit shows how you as an individual can contribute to your community and society.

Students will finish the unit by examining civic financial responsibility. After finding values that lead to their financial decision making, they will evaluate the roles of philanthropic, charitable, and entrepreneurial organizations for in society. Building personal wealth also includes a responsibility to the broader community.

### Unit Duration: 3 weeks

### Desired Results

#### Standard(s):

9.1.12.EG.1  
9.1.12.EG.2  
9.1.12.PB.5  
9.1.12.CFR.1  
9.1.12.CFR.2  
9.1.12.CFR.3  
9.1.12.CFR.4  
9.1.12.CFR.5  
9.1.12.CFR.6

#### Indicators:

9.1.8.EG.1: Explain how taxes affect disposable income and the difference between net and gross income  
9.1.8.EG.2: Explain why various sources of income are taxed differently.  
9.1.12.PB.5: Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget.  
9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.  
9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions  
9.1.12.CFR.3: Research companies with corporate governance policies supporting the common good and human rights.  
9.1.12.CFR.4: Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.  
9.1.12.CFR.5: Summarize the purpose and importance of estate planning documents (e.g., will, durable power of attorney, living will, health care proxy, etc.).  
9.1.12.CFR.6: Identify and explain the consequences of breaking federal and/or state employment or financial laws

#### Understandings:

*Students will understand that...*

- Tax rates vary based on your financial situation.
- A budget may need to be modified as an individual's career, financial goals (e.g., education, home ownership, retirement), and/or other life situations change.

#### Essential Questions:

- Why are various sources of income taxed differently?
- How do taxes affect the rate of return on savings and investments?
- What role does a consumer have when it comes to civic responsibility?

<ul style="list-style-type: none"> <li>Philanthropic, charitable, and entrepreneurial organizations play distinctly different but vitally important roles in supporting the interests of local and global communities.</li> <li>The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.</li> </ul>	<ul style="list-style-type: none"> <li>What are ways in which a consumer can support local and global communities?</li> </ul>
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### Assessment Evidence

<b>Performance Tasks:</b> <ul style="list-style-type: none"> <li>Interactive Activities (Nearpod, EdPuzzle)</li> <li>Content quiz</li> <li>Reflection Journal</li> <li>Rubric based discussions</li> </ul>	<b>Other Evidence:</b> <ul style="list-style-type: none"> <li>Class notes</li> <li>Engagement analytics</li> </ul>
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### Benchmarks:

- Content Quizzes
- Reflection Activity

### Learning Plan

#### Learning Activities:

- Taxes (2 weeks)
  - Taxes notes
  - Tax Review Assessment
  - Reading a Tax Return
  - Importance of Tax Analysis
- Civic Financial Responsibility (1 week)
  - Exploring Civic Financial Responsibility Exercise
  - Person Valuers Reflection
  - Research Charities
  - Pay it Forward Discussion

#### Resources:

- Presentation slide decks
- EdPuzzle
- Nearpod
- Resources provided by Next Generation Personal Finance
- More Resources can be found in Business Schoology Group

### Unit Learning Goal and Scale

*(Level 2.0 reflects a minimal level of proficiency)*

#### Standard(s):

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

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Create a plan that allows them to maximize gross income through using financial vehicles to manage income taxes.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Be able to present ways in which they can minimize taxable income through a specific career.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Identify a variety of taxes that are withheld from income.</li> </ul>

<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

<b>Standard(s):</b> 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.	
<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Create a fictitious organization that can contribute to the local community and prove long-term sustainability.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Research a local charity that plays an impact in the community and evaluate the business model.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Identify their roles as a consumer to help the community.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

<b>Unit Modifications for Special Population Students</b>	
<b>Advanced Learners</b>	<ul style="list-style-type: none"> <li>Create additional and alternative assignments and assessments to create challenge and foster discovery of knowledge.</li> <li>Provide ample opportunities for creative behavior.</li> <li>Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation.</li> <li>Show appreciation for creative efforts</li> <li>Respect unusual questions, ideas, and solutions.</li> <li>Encourage students to test their ideas.</li> <li>Provide opportunities and give credit for self-initiated learning.</li> <li>Avoid overly detailed supervision and too much reliance on prescribed curricula.</li> <li>Allow time for reflection.</li> <li><i>Example of Modification: Teacher will provide Advanced Learner with choice assignments that encourage original work.</i></li> </ul>
<b>Struggling Learners</b>	<ul style="list-style-type: none"> <li>Facilitate access to review materials and remediation activities through learning management system feedback tools</li> <li>Assist students in getting organized.</li> <li>Give short video-based directions.</li> <li>Break assignments into small segments and assign only one segment at a time.</li> <li>Demonstrate skills and have students model them.</li> <li>Give prompt feedback.</li> <li>Use system analytics to monitor student progress</li> <li>Prepare materials at varying levels of ability.</li> <li>Use Microsoft accessibility tools</li> <li><i>Example of Modification: Students will be provided with specific topics to research</i></li> </ul>
<b>English Language Learners</b>	<ul style="list-style-type: none"> <li>Coordinate with English Language Learner advisor to modify activities where appropriate: <a href="http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf">http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf</a></li> <li>Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways during video instructions.</li> <li>Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class.</li> <li>Give honest praise and positive feedback through your voice tones and visual articulation whenever possible.</li> </ul>

	<ul style="list-style-type: none"> <li>• Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English.</li> <li>• Integrate students' cultural background into feedback.</li> <li>• Use Microsoft accessibility tools.</li> </ul>
Learners with an IEP	<p>Each special education student has an Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> <li>• Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>• Variation of input: adapting the way instruction is delivered</li> <li>• Variation of output: adapting how a student can respond to instruction</li> <li>• Variation of size: adapting the number of items the student is expected to complete</li> <li>• Modifying the content, process or product</li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a></p>
Learners with a 504	Refer to page four in the <a href="#">Parent and Educator Guide to Section 504</a> to assist in the development of appropriate plans.

### Interdisciplinary Connections

#### Indicators:

MA.9-12.N-Q Numbers and Number Systems Quantities

LA.11-12.WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LA.11-12.WHST.11-12.6 Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

### Integration of 21<sup>st</sup> Century Skills

#### Indicators:

- 4 C's of 21<sup>st</sup> Century Learning

Continued use of skills to empower students to be self directed learners each lesson incorporates Creativity, Collaboration, Communication, and Critical Thinking