

**HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT**

**HILLSBOROUGH HIGH SCHOOL**

**BUSINESS CURRICULUM**

**FINANCIAL LITERACY**

**AUGUST 2020**

This curriculum was approved by the Hillsborough Township  
Public Schools Board of Education on September 21, 2020.

## **Grades 9-12 Financial Literacy Course Overview**

Personal Financial Literacy is part of a vision to prepare students for the dynamically changing 21<sup>st</sup> century. We have a need to prepare our students for the real-world marketplace and we must give them the skills to better handle their personal finances.

The goal of Financial Literacy is to provide students with the tools to become financially responsible individuals. Students will understand career preparation and job acquisition skill, describe the nature of tax liabilities, prepare a budget, make decisions regarding their personal banking needs, evaluate saving and investing options to meet financial goals, analyze factors that affect the choice of credit and managing debt, and protect themselves against possible identity theft.

The curriculum will meet or exceed the requirements of the New Jersey Student Learning Standards (2020). It includes the following units:

- Income & Careers
- Share, Save, Spend (Budgeting)
- Becoming a Critical Consumer
- Investing
- Banking/Checking Accounts
- Credit Management
- Taxes

2020 HTPS Business Curriculum Map – Financial Literacy

Unit of Study	Pacing	NJ Student Learning Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	Career Readiness, Life Literacies, & Key Skills Standards
<b>Income and Careers</b>	Approx. 17 days	<p>9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.</p> <p>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.</p> <p>9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.</p> <p>9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.</p> <p>9.2.12.CAP.7: Use online resources to examine licensing,</p>	<p>What unique qualities do I possess that contribute to my success?</p> <p>How do changes in the world effect my career options and choices?</p> <p>What training opportunities will best prepare me for my chosen career path?</p> <p>How will lifelong learning play a part in my career journey?</p> <p>To what degree should students consider earning potential when deciding upon post-secondary</p>	<p>Evaluating yourself, your decisions, and the world around you can help determine your career path.</p> <p>Evaluating financial goals and the sources of income needed can help one reach those goals.</p> <p>Being one's own boss requires a specific set of skills and abilities.</p>	<p>Students will decide what careers match up with their skills, abilities and interests.</p> <p>Students will determine what level of education they need for their chosen career path.</p> <p>Students will begin to develop a plan to reach their future financial goals.</p> <p>Students will be able to understand the different sources of income.</p> <p>Students will be able to understand the different types of business ownership.</p>	<p><b>Formative Assessments:</b> Written/computer exercises</p> <p>In-class discussions</p> <p>Small group assignments/activities</p> <p><b>Summative Assessments:</b> Project</p> <p>Quiz/Test</p>	<p><b>English Language Arts</b></p> <p>NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the</p>	<p>9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.</p> <p>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.</p> <p>9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.</p> <p>9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.</p> <p>9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local,</p>

	<p>certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.</p> <p>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.</p> <p>9.2.12.CAP.9: Locate information on working papers, what is required to obtain them, and who must sign them. •</p> <p>9.2.12.CAP.10: Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).</p> <p>9.2.12.CAP.11: Demonstrate an understanding of Free Application for Federal Student Aid (FAFSA) requirements to apply</p>	<p>options and career choices?</p> <p>What types of decisions regarding further education are critical retention and advancement?</p> <p>Why is it important to have a specific plan in order to reach your goals?</p> <p>Why are various sources of income necessary?</p> <p>What classifies an inheritance?</p> <p>What are the benefits of starting your own business?</p>				<p>development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>state, and national levels to maintain compliance with industry requirements in areas of career interest.</p> <p>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.</p> <p>9.2.12.CAP.9: Locate information on working papers, what is required to obtain them, and who must sign them.</p> <p>9.2.12.CAP.10: Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).</p> <p>9.2.12.CAP.11: Demonstrate an understanding of Free Application for Federal Student Aid (FAFSA) requirements to apply for postsecondary education.</p> <p>9.2.12.CAP.12: Explain how compulsory government programs</p>
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		<p>for postsecondary education.</p> <p>9.2.12.CAP.12: Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.</p> <p>9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.</p> <p>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.</p> <p>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).</p>						<p>(e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.</p> <p>9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.</p> <p>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.</p> <p>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).</p> <p>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</p>
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		<p>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.</p> <p>9.2.12.CAP.21: Explain low-cost and low-risk ways to start a business.</p> <p>9.2.12.CAP.22: Compare risk and reward potential and use the comparison to decide whether starting a business is feasible. •</p> <p>9.2.12.CAP.23: Identify different ways to obtain capital for starting a business</p> <p>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).</p>						<p>employers and self-employment income.</p> <p>9.2.12.CAP.21: Explain low-cost and low-risk ways to start a business. •</p> <p>9.2.12.CAP.22: Compare risk and reward potential and use the comparison to decide whether starting a business is feasible. •</p> <p>9.2.12.CAP.23: Identify different ways to obtain capital for starting a business</p> <p>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).</p>
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<b>Share, Save, Spend (Budgeting)</b>	Approx 17 days	<p>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.</p> <p>9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.</p> <p>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).</p> <p>9.1.12.CDM.8: Compare and compute interest and compound interest and develop an amortization table using business tools.</p>	<p>Why might people with the same income spend differently?</p> <p>Why do savings vary from person to person?</p> <p>What are the considerations for financial planning?</p> <p>Why should savings be included in a budget?</p> <p>How is a budget useful in making decisions?</p> <p>Before starting to invest, what expenses does a single head of household need to cover?</p>	<p>Understanding what goes into and how to evaluate financial decision is critical for consumers.</p> <p>Developing a budget based on income and expenses will allow one to live within their means.</p> <p>Determining what you want to save for allows you to develop a plan to reach that goal.</p>	<p>Students will be able to prepare a budget.</p> <p>Students will be able to identify fixed and variable expenses.</p> <p>Students will be able to differentiate between a surplus and a deficit.</p> <p>Students will be able to determine how interest rates and inflation will affect their savings.</p>	<p><b>Formative Assessments:</b></p> <p>Written/computer exercises</p> <p>In-class discussions</p> <p>Small group assignments/activities</p> <p><b>Summative Assessments:</b></p> <p>Project</p> <p>Quiz/Test</p>	<p><b>English Language Arts</b></p> <p>NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are</p>	<p>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. •</p> <p>9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.</p> <p>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).</p> <p>9.1.12.CDM.8: Compare and compute interest and</p>

		<p>9.1.12.FI.1: Identify ways to protect yourself from identify theft.</p> <p>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).</p> <p>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).</p> <p>9.1.12.PB.3: Design a personal budget that will help you reach your long-term and short-term financial goals.</p> <p>9.1.12.PB.4: Explain how you would revise your budget to accommodate changing circumstances.</p>	<p>What are the different types of income and expenses that can exist?</p> <p>What are the ways that creating a budget can be helpful?</p> <p>Why is a financial plan necessary?</p> <p>How do financial goals help make achieving personal goals possible?</p> <p>How much do you want to save for a particular purpose?</p> <p>How much time do you have to save?</p> <p>What interest rate can you earn on your savings?</p> <p>How much money should an individual</p>			<p>appropriate to task, purpose, and audience.</p> <p>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>compound interest and develop an amortization table using business tools.</p> <p>9.1.12.FI.1: Identify ways to protect yourself from identify theft</p> <p>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).</p> <p>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).</p> <p>9.1.12.PB.3: Design a personal budget that will help you reach your long-term and short-term financial goals.</p> <p>9.1.12.PB.4: Explain how you would revise your</p>
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		<p>9.1.12.PB.5: Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget</p> <p>9.1.12.PB.6: Describe and calculate interest and fees that are applied to various forms of spending, debt and saving.</p>	<p>place in a savings account?</p> <p>What are the benefits of saving money for long-term purchases?</p> <p>What are the benefits of making charitable contributions and donations?</p>					<p>budget to accommodate changing circumstances.</p> <p>9.1.12.PB.5: Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget.</p> <p>9.1.12.PB.6: Describe and calculate interest and fees that are applied to various forms of spending, debt and saving</p>
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<b>Becoming a Critical Consumer</b>	Approx. 5 days	<p>9.1.12.CDM.2: Compare and contrast the advantages and disadvantages of various types of mortgages.</p> <p>9.1.12.CDM.4: Identify issues associated with student loan debt, requirements for repayment, and consequences of failure to repay student loan debt.</p> <p>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.). •</p> <p>9.1.12.CDM.7: Calculate a mortgage payment based on type of loan, down payment, credit</p>	<p>What types of choices do consumers make when they are purchasing goods &amp; services?</p> <p>Why is it important that citizens learn consumer skills?</p> <p>What is the best mortgage to have?</p> <p>How does the media, bias, purpose and validity affect prioritization of consumer decisions and spending?</p> <p>Why is identify theft increasing worldwide?</p> <p>Why is it important to take action after identity theft?</p>	<p>There are multiple types of insurance for various scenarios and learning their application lessons risk.</p> <p>Students will need to make financial decisions about buying a home versus renting an apartment.</p>	<p>Students will be able to identify the different types of insurance and the importance of each.</p> <p>Students will be able to identify the criteria for obtaining a mortgage and understand how mortgage rates work.</p> <p>Students will be able to identify ways to protect their identity.</p>	<p><b>Formative Assessments:</b></p> <p>Written/computer exercises</p> <p>In-class discussions</p> <p>Small group assignments/activities</p> <p><b>Summative Assessments:</b></p> <p>Project</p> <p>Quiz/Test</p>	<p><b>English Language Arts</b></p> <p>NJLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>NJLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>NJLSA.W4. Produce clear and coherent writing</p>	<p>9.1.12.CDM.2: Compare and contrast the advantages and disadvantages of various types of mortgages.</p> <p>9.1.12.CDM.4: Identify issues associated with student loan debt, requirements for repayment, and consequences of failure to repay student loan debt.</p> <p>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.). •</p> <p>9.1.12.CDM.7: Calculate a mortgage payment based on type of loan, down</p>

	<p>score, and loan interest rate.</p> <p>9.1.12.EG.6: Analyze the rights and responsibilities of buyers and sellers under consumer protection laws.</p> <p>9.1.12.FI.1: Identify ways to protect yourself from identify theft</p> <p>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.</p> <p>9.1.12.RM.6: Differentiate the costs benefits and features (e.g., riders, deductibles, umbrella policies) of renter’s and homeowner’s insurance.</p> <p>9.1.12.RM.7: Evaluate individual and family needs for insurance protection using opportunity -</p>	<p>What type of choices do consumers make with the money they earn?</p> <p>How much do different types of insurance cost and which is right for me?</p> <p>What insurance do I need when I rent or buy?</p> <p>What insurance do I need when I get older?</p>				<p>in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>payment, credit score, and loan interest rate.</p> <p>9.1.12.EG.6: Analyze the rights and responsibilities of buyers and sellers under consumer protection laws.</p> <p>9.1.12.FI.1: Identify ways to protect yourself from identify theft</p> <p>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.</p> <p>9.1.12.RM.6: Differentiate the costs benefits and features (e.g., riders, deductibles, umbrella policies) of renter’s and homeowner’s insurance.</p> <p>9.1.12.RM.7: Evaluate individual and family needs for</p>
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		cost analysis to determine if the amount of protection is adequate or over - insured.						insurance protection using opportunity - cost analysis to determine if the amount of protection is adequate or over - insured
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<b>Investing</b>	Approx. 15 days	<p>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.).</p> <p>9.1.12.FI.1: Identify ways to protect yourself from identify theft</p> <p>9.1.12.FP.1: Create a clear long-term financial plan to ensure its alignment with your values.</p> <p>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.</p> <p>9.1.12.PB.1: Explain the difference between saving and investing.</p>	<p>What are some factors to consider when choosing an investment?</p> <p>What are some wise investment practices?</p> <p>What are the possible tax advantages of long-term saving &amp; investing?</p> <p>How much of your annual earnings should be allotted for investment purposes?</p> <p>What is the role of a stockbroker?</p> <p>What is an online trading service?</p> <p>What is a safe investment?</p>	<p>Comparing risk and return helps determine which investments are best for the individual.</p> <p>Investigate how to calculate return on their investments.</p> <p>Every investor must determine their own comfort level with risk.</p> <p>Understanding and using stock market data helps guide a person in making investment decision.</p>	<p>Students will be able to describe how the stock market works.</p> <p>Students will be able to explain the relationship between risk and return.</p> <p>Students will be able to explain who a stockbroker and financial advisor are and what their jobs entails.</p> <p>Students will be able to explain how stock prices are determined.</p>	<p><b>Formative Assessments:</b></p> <p>Written/ computer exercises</p> <p>In-class discussions</p> <p>Small group assignments/ activities</p> <p><b>Summative Assessments:</b></p> <p>Project</p> <p>Quiz/Test</p>	<p><b>English Language Arts</b></p> <p>NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>NJSLSA.W4. Produce clear and coherent writing</p>	<p>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.).</p> <p>9.1.12.FI.1: Identify ways to protect yourself from identify theft.</p> <p>9.1.12.FP.1: Create a clear long-term financial plan to ensure its alignment with your values.</p> <p>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.</p> <p>9.1.12.PB.1: Explain the difference between</p>

		<p>9.1.12.PB.2: Prioritize financial decisions by considering alternatives and possible consequences.</p> <p>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.</p> <p>9.1.12.RM.2: Identify types of investments appropriate for different objectives such as liquidity, income, and growth.</p>	<p>What is considered a risky investment?</p> <p>What services and offerings can an individual receive from a financial planner?</p> <p>What type of investor are you: conservative, moderate or aggressive?</p> <p>Why should an individual's wealth be managed and controlled?</p> <p>What influences the price of a stock or bond?</p>				<p>in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>saving and investing. •</p> <p>9.1.12.PB.2: Prioritize financial decisions by considering alternatives and possible consequences.</p> <p>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.</p> <p>9.1.12.RM.2: Identify types of investments appropriate for different objectives such as liquidity, income, and growth.</p>
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<b>Banking/ Checking Accounts</b>	Approx. 11 days	<p>9.1.12.FI.1: Identify ways to protect yourself from identify theft.</p> <p>9.1.12.FI.2: Explain ways to manage your accounts that maximize benefits and provide you with the utmost protection.</p> <p>9.1.12.PB.6: Describe and calculate interest and fees that are applied to various forms of spending, debt and saving.</p>	<p>What is the purpose of a checking account?</p> <p>What features does a checking account offer that a savings account does not?</p> <p>Why is it important to reconcile your checking account?</p>	<p>Students will make choices between selecting a checking and savings account.</p> <p>There are different checking accounts with varying associated fees.</p> <p>Bank accounts need to be reconciled to ensure the bank’s accuracy.</p>	<p>Students will be able to explain the difference between credit and debit cards.</p> <p>Students will be able to fill out a check and deposit slips.</p> <p>Students will be able to reconcile a checking account.</p>	<p><b>Formative Assessments:</b> Written/computer exercises</p> <p>In-class discussions</p> <p>Small group assignments/activities</p> <p><b>Summative Assessments:</b> Project</p> <p>Quiz/Test</p>	<p><i>English Language Arts</i></p> <p>NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>NJSLSA.W4. Produce clear and coherent writing</p>	<p>9.1.12.FI.1: Identify ways to protect yourself from identify theft.</p> <p>9.1.12.FI.2: Explain ways to manage your accounts that maximize benefits and provide you with the utmost protection.</p> <p>9.1.12.PB.6: Describe and calculate interest and fees that are applied to various forms of spending, debt and saving.</p>

							<p>in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	
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2020 HTPS Business Curriculum Map – Financial Literacy

Unit of Study	Pacing	NJ Student Learning Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	Career Readiness, Life Literacies, & Key Skills Standards
<b>Credit Management</b>	Approx. 9 days	<p>9.1.12.CDM.1: Identify the purposes, advantages, and disadvantages of debt.</p> <p>9.1.12.CDM.10: Determine when credit counselling is necessary and evaluate the resources available to assist consumers who wish to use it.</p> <p>9.1.12.CP.1: Summarize how one’s credit history can affect finances, including loan terms, employment, and qualifying for loans.</p> <p>9.1.12.CP.2: Identify the advantages of maintaining a positive credit history.</p> <p>9.1.12.CP.3: Summarize factors that affect a positive</p>	<p>How is a credit score determined and what steps can one take to improve their credit standing?</p> <p>How can credit counseling help to avoid bankruptcy?</p>	<p>Several elements need to be considered when determining your credit score.</p> <p>Understanding how to avoid credit card debt can help with creating budgets.</p>	<p>Students will be able to explain how a credit score is calculated.</p> <p>Students will be able to explain how to use a credit card responsibly.</p>	<p><b>Formative Assessments:</b> Written/computer exercises</p> <p>In-class discussions</p> <p>Small group assignments/activities</p> <p><b>Summative Assessments:</b> Project</p> <p>Quiz/Test</p>	<p><b>English Language Arts</b></p> <p>NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>NJSLSA.W4. Produce clear and coherent writing</p>	<p>9.1.12.CDM.1: Identify the purposes, advantages, and disadvantages of debt.</p> <p>9.1.12.CDM.10: Determine when credit counselling is necessary and evaluate the resources available to assist consumers who wish to use it.</p> <p>9.1.12.CP.1: Summarize how one’s credit history can affect finances, including loan terms, employment, and qualifying for loans.</p> <p>9.1.12.CP.2: Identify the advantages of maintaining a positive credit history.</p> <p>9.1.12.CP.3: Summarize factors</p>

		<p>credit rating, including on-time payments, debt versus available credit, length of open credit, and how often you apply for credit.</p> <p>9.1.12.CP.4: Identify the skill sets needed to build and maintain a positive credit profile.</p> <p>9.1.12.CP.5: Create a plan to improve and maintain an excellent credit rating.</p> <p>9.1.12.CP.6: Explain the effect of debt on a person’s net worth.</p> <p>9.1.12.CP.7: Summarize factors that affect a particular credit scoring system.</p> <p>9.1.12.CP.8: Identify different ways you can protect your credit.</p> <p>9.1.12.CP.9: Analyze the information</p>				<p>in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>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.</p> <p>9.1.12.CP.4: Identify the skill sets needed to build and maintain a positive credit profile.</p> <p>9.1.12.CP.5: Create a plan to improve and maintain an excellent credit rating.</p> <p>9.1.12.CP.6: Explain the effect of debt on a person’s net worth.</p> <p>9.1.12.CP.7: Summarize factors that affect a particular credit scoring system.</p> <p>9.1.12.CP.8: Identify different ways you can protect your credit.</p>
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		<p>contained in a credit report, how scores are calculated and used, and explain the importance of disputing inaccurate entries.</p> <p>9.1.12.FI.1: Identify ways to protect yourself from identify theft</p>						<p>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.</p> <p>9.1.12.FI.1: Identify ways to protect yourself from identify theft.</p>
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2020 HTPS Business Curriculum Map – Financial Literacy

Unit of Study	Pacing	NJ Student Learning Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	Career Readiness, Life Literacies, & Key Skills Standards
<b>Taxes</b>	Approx. 8 days	<p>9.1.12.EG.1: Review the tax rates on different sources of income and on different types of products and services purchased. •</p> <p>9.1.12.EG.2: Explain why various forms of income are taxed differently</p> <p>9.2.12.CAP.15: Demonstrate how exemptions, deductions, and deferred income (e.g., retirement or medical) can reduce taxable income.</p> <p>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</p>	<p>Why is it important to understand tax deductions?</p> <p>What is the relationship between government programs and services and taxation?</p> <p>What is the purpose of taxation?</p> <p>Why do U.S. citizens who earn an income have to file taxes?</p> <p>Why does the U.S. government use progressive taxation on our annual income?</p> <p>Why do Americans pay federal</p>	<p>Individuals and businesses need to file a tax return with required information.</p> <p>Students will prepare individual tax returns.</p>	<p>Students will be able to understand the US tax forms and how to complete a basic tax return.</p> <p>Students will be able to list and explain the different taxes that need to be paid.</p>	<p><b>Formative Assessments:</b></p> <p>Written/ computer exercises</p> <p>In-class discussions</p> <p>Small group assignments/activities</p> <p><b>Summative Assessments:</b></p> <p>Project</p> <p>Quiz/Test</p>	<p><b>English Language Arts</b></p> <p>NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task,</p>	<p>9.1.12.EG.1: Review the tax rates on different sources of income and on different types of products and services purchased. •</p> <p>9.1.12.EG.2: Explain why various forms of income are taxed differently</p> <p>9.2.12.CAP.15: Demonstrate how exemptions, deductions, and deferred income (e.g., retirement or medical) can reduce taxable income.</p> <p>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.</p> <p>9.2.12.CAP.20: Analyze a Federal and State Income Tax Return.</p>

		<p>used by local, county, state, and federal governments.</p> <p>9.2.12.CAP.20: Analyze a Federal and State Income Tax Return.</p>	<p>income taxes and property taxes?</p>				<p>purpose, and audience.</p> <p>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	
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- Next Gen Personal Finance*, <https://www.ngpf.org/>
- Practical Money Skills*, [https://www.practicalmoneyskills.com/teach/lesson\\_plans/grades\\_9\\_12](https://www.practicalmoneyskills.com/teach/lesson_plans/grades_9_12)
- The Mint*, <http://themint.org/>
- Understanding Taxes*, <https://apps.irs.gov/app/understandingTaxes/>
- Virtual Business*, <https://vb.knowledgematters.com/>

## ASSOCIATED JOBS LIST BY UNIT

### **Jobs & Income**

- Career Counselor
- Entrepreneur
- Human Resource Specialist
- Payroll Specialist

### **Budgeting (Share, Save, Spend)**

- Budget Analyst
- Financial Advisor

### **Investing**

- Financial Advisor
- Stock Broker
- Investment Banker
- Portfolio Manager
- Financial Analyst
- Trader
- Hedge Fund Manager
- Venture Capitalist

### **Banking/Checking Account**

- Bank Teller
- Loan Officer
- Bank Manager
- Customer Service Representative

### **Credit Management**

- Credit Manager
- Credit Analysts
- Customer Service Representative

### **Taxes**

- Accountant/CPA
- Auditor
- Tax Attorney