

# **Fair Lawn Public Schools**

**Fair Lawn, NJ**

## **Word & Information Processing**

**Adopted August**

# **2017**

**Revised August 2017  
Developed August 2015**

---

The Word & Information Processing/PFL course has been designed for all students in order to satisfy the graduation requirement for Financial Literacy and is aligned with the 21st Century Life and Careers New Jersey Student Learning Standards.

## **Word & Information Processing**

# **Fair Lawn School District**

## **Committee Credits High School Business Department**

Shannon Carriere, Teacher

Erik Miller, Teacher

Lauren Gimon, Supervisor

**Summer 2017**

# Word & Information Processing/PFL

## I. Course Synopsis

This course is designed to meet the state required 2.5 credits of personal finance and to provide students with opportunities to develop skills for solving real world problems. It focuses on areas of study that address problems and applications in personal finance including financial planning, personal investing, budgeting, tax planning, real estate financing, credit management, insurance protection, and retirement and estate planning. Additionally students will develop skills using Google Suite which includes Drive, Slides, Sheets, Classroom and other advanced Google features. As Google Applications become more prevalent in the workplace the goal of this course is to familiarize students with the skills needed to create, manipulate and share documents in the workplace. This is full-year course available to 9, 10, 11 and 12th graders.

Throughout the course, business concepts will be taught with an emphasis on enduring understandings, essential questions, real-world application, technology, and cross-curricular interaction.

## II. Philosophy & Rationale

In today's global economy, students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world. To address these demands, Standard 9, 21st Century Life and Careers, which includes the 12 Career Ready Practices, establishes clear guidelines for what students need to know and be able to do in order to be successful in their future careers and to achieve financial independence.

***Mission:*** *21st century life and career skills enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.*

**Vision:** To integrate 21st Century life and career skills across the K-12 curriculum and in Career and Technical Education (CTE) programs to foster a population that:

- Continually self-reflects and seeks to improve the essential life and career practices that lead to success.
- Uses effective communication and collaboration skills and resources to interact with a global society.
- Is financially literate and financially responsible at home and in the broader community.
- Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic conditions.
- Seeks to attain skill and content mastery to achieve success in a chosen career path.

### III. Scope & Sequence

#### **Unit 1: Introduction to Google Applications (5 weeks)**

- Google Classroom
- Google Docs
- Google Slides
- Google Sheets

#### **Unit 2: Earning Money (5 Weeks):**

- SMART GOALS
- Education and Earnings
- Career Exploration
- Employment Process
- Applying for and Accepting Employment
- The Economy and Labor Market
- Taxes
- Income Tax
- Mandatory vs. Non-Mandatory deductions
- Medicare
- Social Security
- W2 Form
- W4 Form
- Employee Benefits
- Taxable vs. Nontaxable Income
- Deductions
- Tax Preparations

#### **Unit 3: Spending Money (5 Weeks):**

- Fixed v. Variable Expenses
- Budgeting (Spending Plans)
- Banking
- Checking accounts
- Saving accounts
- Financial Services
- Using and maintaining a bank account
- Various types of currency
- Writing a check

- Reconciling your account
- The Federal Reserve
- The FDIC
- Budgeting
- Financial Decisions and cultural values
- Opportunity Cost
- Insurance
- Identity protections
- Consumer protection

**Unit 4: Saving and Investing Money (5 Weeks):**

- Pay yourself first
- Savings account
- Interest
- Simple vs. Compound
- Fixed vs. Variable
- CD
- Bond
- Stocks
- Types of Investments
- Short term vs. long term investments
- FDIC & The Federal Reserve
- Diversification
- Retirement Planning

**Unit 5: Borrowing Money (4 Weeks):**

- Credit
- 5 C's of Credit
- Advantages and Disadvantages
- Credit Reports & Agencies
- Credit Score
- Credit Cards
- Interest
- Home Loans
- Renting vs. Buying
- Student Loans
- Car Loans

**Unit 6: Entrepreneurship (4 Weeks):**

- Business Plan
- Advantages and Disadvantages Entrepreneurs
- Planning to becoming an Entrepreneur

**Unit 7: Self Analysis (4 Weeks):**

- Character Traits of Successful Entrepreneurs
- Decision Making for Entrepreneurs
- Goal Setting

**Unit 8: Ownership (4 Weeks):**

- Types of Businesses
- Risks
- Revenues, Expenses, and Profit

**Unit 9: Competition (4 Weeks):**

- Competition in the Free Enterprise System
- Indirect vs. Direct Competition
- Competitive Advantages

## IV. Unit Descriptions

### Unit 1: Introduction to Google Applications

(5 Weeks)

#### Enduring Understanding

1. Explore Google Classroom Applications
2. Explain the importance of using Google tools to communicate
3. Understand how to collaborate with others and manipulate documents while collaborating.
4. Access Google Classroom for assignment retrieval and submission

#### Essential Question(s)

1. What features in Google Applications will allow students to collaborate?
2. How can Google enhance my ability to become financially independent?
3. What features of Google will allow me to create, manipulate and share with my classmates?
4. How do businesses use Google Applications in their offices?

#### Learning Objectives

Students will be able to:

1. Create a new document in Google Docs and insert an image and text using the Explore tool and format text to be visually appealing. Google Docs basics by creating a new document and inserting and adjusting an image and text, using the Explore tool, and formatting text by making a flyer look professional.
2. Use paragraph and documenting formatting in Google Docs to create assignments.
3. Students will practice applying list and paragraph styles, alignments, page breaks, the Paint Format tool, margins, page orientation, images, drawings and more.
4. Students will use templates and themes, changing layouts, inserting new slides, formatting text boxes, inserting images, spell checking, and using slide Notes all while creating effective presentations. Create a career portfolio using Google Documents.
5. Using Google Docs, students will create Word Art and hyperlinks, duplicating and copying objects and slides, cropping and formatting images and inserting and formatting shapes.
6. Using Google Slides, students will learn about cells, rows and columns and how these are referenced as they create a new file, enter numbers and text and will practice entering formulas.
7. Students will learn how to use date and character formats to make spreadsheets look

professional as they hide and unhide columns change cell formats, merge cells, add cell borders and format text using conditional formatting.

8. Using Google Classroom, students will explore why collaboration is important and how Google supports it as they work collaboratively to fill-in shared information on their Google docs, slides and sheets.

### New Jersey Student Learning Standards – Technology

- See Technology & Career Readiness & 21st Century Skills Standards Curriculum Appendix

### Career Readiness Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP7. Employ valid and reliable research strategies.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

### NJSLS Standard 9.1 – Personal Financial Literacy

- 9.1.12.A.1 Differentiate among the types of taxes and employee benefits.
- 9.1.12.A.2 Differentiate between taxable and nontaxable income.
- 9.1.12.A.3 Analyze the relationship between various careers and personal earning goals.
- 9.1.12.A.4 Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.
- 9.1.12.A.5 Analyze how the economic, social, and political conditions of a time period can affect the labor market.
- 9.1.12.A.6 Summarize the financial risks and benefits of entrepreneurship as a career choice.
- 9.1.12.A.7 Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.
- 9.1.12.A.10 Demonstrate how exemptions and deductions can reduce taxable income.
- 9.1.12.A.11 Explain the relationship between government programs and services and taxation.
- 9.1.12.A.12 Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.

- 9.1.12.A.13 Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.
- 9.1.12.B.7 Explain the meaning of income tax, describe how it is calculated, and analyze its impact on one's personal budget.
- 9.1.12.C.7 Analyze the rights and responsibilities of buyers and sellers under consumer protection laws.
- 9.1.12.D.14 Evaluate how taxes affect the rate of return on savings and investments.
- 9.1.12.F.5 Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
- 9.1.12.F.6 Explain the concept and forms of taxation and justify the use of taxation to fund public activities and initiatives.

#### NJSLS Standard 9.2 – Career Awareness, Exploration, and Preparation

- 9.2.12.C.1 Review career goals and determine steps necessary for attainment.
- 9.2.12.C.2 Modify Personalized Student Learning Plans to support declared career goals.
- 9.2.12.C.3 Identify transferable career skills and design alternate career plans.
- 9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.
- 9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
- 9.2.12.C.6 Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
- 9.2.12.C.7 Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
- 9.2.12.C.8 Assess the impact of litigation and court decisions on employment laws and practices.
- 9.2.12.C.9 Analyze the correlation between personal and financial behavior and employability.

#### Suggested Activities/Modifications

*Below is a list of suggested activities, modifications, accommodations, and enrichment opportunities. This includes, but is not limited to,:*

1. Activities
  - a. Students will create Wordles using their SMART goals.
  - b. Students will research possible career options corresponding to their individual interests. Students will create Google sites to organize their career research.

- c. Student will fill out a W4 form
  - d. Analyze a pay stub
  - e. Research and present a business presentation on a popular entrepreneur using Google Slides.
  - f. Group work
  - g. Do Now Activities
  - h. Online research using advanced Google search functions.
2. English Language Learners.
    - a. Students may use a bilingual dictionary.
    - b. Read written instructions.
    - c. Students may be provided with note organizers / study guides to reinforce key topics.
    - d. Provide modified assessments when necessary.
    - e. Student may complete assessments in alternate setting when requested.
3. Special Education/504 Students.
    - a. Modifications in accordance with individual students' 504 plans and IEP's
    - b. Students may be provided with note organizers / study guides to reinforce key topics.
    - c. Extended time on assessments when needed.
    - d. Preferred seating to be determined by student and teacher.
    - e. Provide modified assessments when necessary.
    - f. Student may complete assessments in alternate setting when requested.
    - g. Establish a non-verbal cue to redirect student when not on task.
    - h. Maintain strong teacher / parent communication.
  4. Gifted and Talented Students.
    - a. Students will be afforded the opportunity to locate current events, beyond the scope discussed in class, that are relevant to the class lessons in order to peer teach and share.
    - b. Provide enrichment activities to expand upon the curriculum.
    - c. Use higher level questioning techniques in class and on assessments.

## **Unit 2: Earning Money**

**(5 Weeks)**

### Enduring Understanding

1. Establish SMART Goals
2. Explore career opportunities and earnings potential
3. Understand how the employment process works and how it is affected by the economy and labor market.

4. Taxes and other deductions affect net pay

#### Essential Question(s)

1. What are SMART goals and why are they important?
2. What are possible career opportunities and earnings potential for each?
3. How does the employment process work and how it is affected by the economy and labor market
4. How do taxes and other deductions affect net pay

#### Learning Objectives

Students will be able to:

1. Formulate SMART Goals using Google Documents.
2. Research Career opportunities and earnings potential using advanced Google search features.
3. Identify the financial risk and potential reward of being an entrepreneur
4. Identify the employment process. Create a career portfolio using Google Documents.
5. Understand how the economy and the labor market affects the employment process
6. Recognize the role of the IRS on taxation
7. Differentiate Net and Gross Pay
8. Understand and prepare tax forms
9. Understand deductions (both mandatory and nonmandatory)

#### New Jersey Student Learning Standards – Technology

- See Technology & Career Readiness & 21st Century Skills Standards Curriculum Appendix

#### Career Readiness Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP7. Employ valid and reliable research strategies.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

#### NJSLS Standard 9.1 – Personal Financial Literacy

- 9.1.12.A.1 Differentiate among the types of taxes and employee benefits.

- 9.1.12.A.2 Differentiate between taxable and nontaxable income.
- 9.1.12.A.3 Analyze the relationship between various careers and personal earning goals.
- 9.1.12.A.4 Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.
- 9.1.12.A.5 Analyze how the economic, social, and political conditions of a time period can affect the labor market.
- 9.1.12.A.6 Summarize the financial risks and benefits of entrepreneurship as a career choice.
- 9.1.12.A.7 Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.
- 9.1.12.A.10 Demonstrate how exemptions and deductions can reduce taxable income.
- 9.1.12.A.11 Explain the relationship between government programs and services and taxation.
- 9.1.12.A.12 Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.
- 9.1.12.A.13 Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.
- 9.1.12.B.7 Explain the meaning of income tax, describe how it is calculated, and analyze its impact on one's personal budget.
- 9.1.12.C.7 Analyze the rights and responsibilities of buyers and sellers under consumer protection laws.
- 9.1.12.D.14 Evaluate how taxes affect the rate of return on savings and investments.
- 9.1.12.F.5 Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
- 9.1.12.F.6 Explain the concept and forms of taxation and justify the use of taxation to fund public activities and initiatives.

#### NJSLS Standard 9.2 – Career Awareness, Exploration, and Preparation

- 9.2.12.C.1 Review career goals and determine steps necessary for attainment.
- 9.2.12.C.2 Modify Personalized Student Learning Plans to support declared career goals.
- 9.2.12.C.3 Identify transferable career skills and design alternate career plans.
- 9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.
- 9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
- 9.2.12.C.6 Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing

a business.

- 9.2.12.C.7 Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
- 9.2.12.C.8 Assess the impact of litigation and court decisions on employment laws and practices.
- 9.2.12.C.9 Analyze the correlation between personal and financial behavior and employability.

### Suggested Activities/Modifications

*Below is a list of suggested activities, modifications, accommodations, and enrichment opportunities. This includes, but is not limited to,:*

1. Activities
  - a. Students will create Wordles using their SMART goals.
  - b. Students will research possible career options corresponding to their individual interests. Students will create google sites to organize their career research.
  - c. Student will fill out a W4 form
  - d. Analyze a pay stub
  - e. Research and present a business presentation on a popular entrepreneur using Google Slides.
  - f. Group work
  - g. Do Now Activities
  - h. Online research using advanced Google search functions.
2. English Language Learners.
  - a. Students may use a bilingual dictionary.
  - b. Read written instructions.
  - c. Students may be provided with note organizers / study guides to reinforce key topics.
  - d. Provide modified assessments when necessary.
  - e. Student may complete assessments in alternate setting when requested.
3. Special Education/504 Students.
  - a. Modifications in accordance with individual students' 504 plans and IEP's
  - b. Students may be provided with note organizers / study guides to reinforce key topics.
  - c. Extended time on assessments when needed.
  - d. Preferred seating to be determined by student and teacher.
  - e. Provide modified assessments when necessary.
  - f. Student may complete assessments in alternate setting when requested.

- g. Establish a non-verbal cue to redirect student when not on task.
- h. Maintain strong teacher / parent communication.
4. Gifted and Talented Students.
  - a. Students will be afforded the opportunity to locate current events, beyond the scope discussed in class, that are relevant to the class lessons in order to peer teach and share.
  - b. Provide enrichment activities to expand upon the curriculum.
  - c. Use higher level questioning techniques in class and on assessments.

### **Unit 3: Spending Money**

**(5 weeks)**

#### Enduring Understanding

1. Banks and credit unions offer a variety of services.
2. Regulatory agencies provide guidelines for banks and credit unions.
3. Opening and maintaining a checking account is an essential component of being financially literate.
4. The preparation of budgets is an essential component of being financially literate.
5. Government programs and insurance exist to protect critical consumers.

#### Essential Question(s)

1. What banks do banks and credit unions offer?
2. Why do regulatory agencies exist?
3. How does one open and maintain a bank account?
4. How does one prepare a budget?
5. How and why are critical consumers protected?

#### Learning Objectives

Students will be able to:

1. Identify Financial Services
2. Compare and Contrast banks and credit unions
3. Open and maintaining a checking account
4. Identify the regulatory agencies and their functions
5. Discover how their values affect financial decisions and budgeting
6. Prepare a budget
7. Understand how critical consumers protect themselves

#### New Jersey Student Learning Standards – Technology

- See Technology & Career Readiness & 21st Century Skills Standards Curriculum

## Appendix

### Career Readiness Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

### NJSLS Standard 9.1 – Personal Financial Literacy

- 9.1.12.A.8 Analyze different forms of currency and how currency is used to exchange goods and services.
- 9.1.12.A.9 Analyze how personal and cultural values impact spending and other financial decisions.
- 9.1.12.B.1 Prioritize financial decisions by systematically considering alternatives and possible consequences.
- 9.1.12.B.3 Construct a plan to accumulate emergency “rainy day” funds.
- 9.1.12.B.4 Analyze how income and spending plans are affected by age, needs, and resources. 9.1.12.B.5 Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget.
- 9.1.12.B.6 Design and utilize a simulated budget to monitor progress of financial plans.
- 9.1.12.B.9 Research the types and characteristics of various financial organizations in the community (e.g., banks, credit unions, check-cashing stores, et. al.).
- 9.1.12.C.1 Compare and contrast the financial benefits of different products and services offered by a variety of financial institutions.
- 9.1.12.D.2 Assess the impact of inflation on economic decisions and lifestyles.
- 9.1.12.E.1 Evaluate the appropriateness of different types of monetary transactions (e.g., electronic transfer, check, certified check, money order, gift card, barter) for various situations. 9.1.12.E.2 Analyze and apply multiple sources of financial information when prioritizing financial decisions.
- 9.1.12.E.3 Determine how objective, accurate, and current financial information affects the prioritization of financial decisions.
- 9.1.12.E.4 Evaluate how media, bias, purpose, and validity affect the prioritization of consumer decisions and spending.
- 9.1.12.E.5 Evaluate business practices and their impact on individuals, families, and

- societies. 9.1.12.E.7 Apply specific consumer protection laws to the issues they address.
- 9.1.12.E.8 Relate consumer fraud, including online scams and theft of employee time and goods, to laws that protect consumers.
  - 9.1.12.E.10 Determine reasons for the increase of identity theft worldwide and evaluate the extent to which victims of identity theft are successful in fully restoring their personal identities
  - 9.1.12.G.1 Analyze risks and benefits in various financial situations.
  - 9.1.12.G.2 Differentiate between property and liability insurance protection.
  - 9.1.12.G.3 Compare the cost of various types of insurance (e.g., life, homeowners, motor vehicle) for the same product or service, given different liability limits and risk factors. 9.1.12.G.4 Evaluate individual and family needs for insurance protection using opportunity-cost analysis.
  - 9.1.12.G.5 Differentiate the costs and benefits of renter's and homeowner's insurance. 9.1.12.G.6 Explain how to self-insure and how to determine when self-insurance is appropriate. 9.1.12.G.7 Determine when and why it may be appropriate for the government to provide insurance coverage, rather than private industry.

#### NJSLS Standard 9.2 – Career Awareness, Exploration, and Preparation

- 9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.
- 9.2.12.C.7 Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
- 9.2.12.C.8 Assess the impact of litigation and court decisions on employment laws and practices.

#### Suggested Activities

*Below is a list of suggested activities, modifications, accommodations, and enrichment opportunities. This includes, but is not limited to,:*

1. Activities
  - a. Complete and balance a check register in Google Sheets.
  - b. Complete a deposit and withdrawal slip
  - c. Complete a check
  - d. Prepare a personalized budget using Google Sheets.
  - e. Work with classmates to discuss a scenario about opportunity cost
  - f. Group work
  - g. Online research using advanced Google features.
  - h. Do now activities

2. English Language Learners.
  - a. Students may use a bilingual dictionary.
  - b. Read written instructions.
  - c. Students may be provided with note organizers / study guides to reinforce key topics.
  - d. Provide modified assessments when necessary.
  - e. Student may complete assessments in alternate setting when requested.
3. Special Education/504 Students.
  - a. Modifications in accordance with individual students' 504 plans and IEP's
  - b. Students may be provided with note organizers / study guides to reinforce key topics.
  - c. Extended time on assessments when needed.
  - d. Preferred seating to be determined by student and teacher.
  - e. Provide modified assessments when necessary.
  - f. Student may complete assessments in alternate setting when requested.
  - g. Establish a non-verbal cue to redirect student when not on task.
  - h. Maintain strong teacher / parent communication.
4. Gifted and Talented Students.
  - a. Students will be afforded the opportunity to locate current events, beyond the scope discussed in class, that are relevant to the class lessons in order to peer teach and share.
  - b. Provide enrichment activities to expand upon the curriculum.
  - c. Use higher level questioning techniques in class and on assessments.

**Unit 4: Saving and Investing****(5 Weeks)**Enduring Understanding

1. Saving and Investing are crucial components of being financially literate
2. There are various types of investment vehicles with varying levels of risk and reward
3. Interest is a critical part of saving and investing
4. Estate and retirement planning is essential for financial success and stability

Essential Question(s)

1. What is the difference between saving and investing?
2. What are various savings and investment vehicles and their varying levels of risk?
3. How does interest affect interest?
4. What is the difference between simple and compound interest?
5. What can we do now to ensure financial stability later on in life?

### Learning Objectives

Students will be able to:

1. explain the concept of paying yourself first
2. identify and explain the various saving and investing vehicles
3. compare and contrast various saving and investing vehicles
4. Distinguish between short and long term investments
5. Understand the importance of interest
6. Calculate simple and compound interest
7. Explain the importance of diversification
8. Explain the benefits of preparing a will and saving for retirement
9. Modifications in accordance with individual students' 504 plans and IEP's
10. Upon request, study guides, preferential seating and certain test modifications may be made
11. G&T students will be afforded the opportunity to locate current events, beyond the scope discussed in class, that are relevant to the class lessons in order to peer teach and share.

### New Jersey Student Learning Standards – Technology

- See Technology & Career Readiness & 21st Century Skills Standards Curriculum Appendix

### Career Readiness Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

### NJSLS Standard 9.1 – Personal Financial Literacy

- 9.1.12.B.2 Compare strategies for saving and investing and the factors that influence how much should be saved or invested to meet financial goals.
- 9.1.12.B.8 Describe and calculate interest and fees that are applied to various forms of

spending, debt, and saving.

- 9.1.12.B.10 Develop a plan that uses the services of various financial institutions to meet personal and family financial goals.
- 9.1.8.C.2 Compare and contrast the financial products and services offered by different types of financial institutions.
- 9.1.12.C.2 Compare and compute interest and compound interest and develop an amortization table using business tools.
- 9.1.12.C.3 Compute and assess the accumulating effect of interest paid over time when using a variety of sources of credit.
- 9.1.12.D.1 Calculate short- and long-term returns on various investments (e.g., stocks, bonds, mutual funds, IRAs, deferred pension plans, and so on).
- 9.1.12.D.3 Summarize how investing builds wealth and assists in meeting long- and short-term financial goals.
- 9.1.12.D.4 Assess factors that influence financial planning.
- 9.1.12.D.5 Justify the use of savings and investment options to meet targeted goals.
- 9.1.12.D.6 Analyze processes and vehicles for buying and selling investments.
- 9.1.12.D.7 Explain the risk, return, and liquidity of various savings and investment alternatives.
- 9.1.12.D.8 Explain how government and independent financial services and products are used to achieve personal financial goals.
- 9.1.12.D.9 Relate savings and investment results to achievement of financial goals.
- 9.1.12.D.10 Differentiate among various investment products and savings vehicles and how to use them most effectively.
- 9.1.12.D.11 Assess the role of revenue-generating assets as mechanisms for accruing and managing wealth.
- 9.1.12.D.12 Compare and contrast the past and present role of government in the financial industry and in the regulation of financial markets.
- 9.1.12.D.13 Determine the impact of various market events on stock market prices and on other savings and investments.
- 9.1.12.D.14 Evaluate how taxes affect the rate of return on savings and investments.
- 9.1.12.D.15 Analyze how savings, retirement plans, and other investment options help to shift current income for purposes of tax reporting and filing.
- 9.1.12.G.5 Differentiate the costs and benefits of renter's and homeowner's insurance.

#### NJSLS Standard 9.2 – Career Awareness, Exploration, and Preparation

- 9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.
- 9.2.12.C.7 Examine the professional, legal, and ethical responsibilities for both

employers and employees in the global workplace.

- 9.2.12.C.8 Assess the impact of litigation and court decisions on employment laws and practices.

### Suggested Activities

*Below is a list of suggested activities, modifications, accommodations, and enrichment opportunities. This includes, but is not limited to,:*

1. Activities
  - a. Compute compound and simple interest in Google Sheets.
  - b. Create a savings plan with individual goals in Google Docs.
  - c. Online stock research
  - d. Online bond research
  - e. Group work
  - f. Online research
  - g. Do now activities
2. English Language Learners.
  - a. Students may use a bilingual dictionary.
  - b. Read written instructions.
  - c. Students may be provided with note organizers / study guides to reinforce key topics.
  - d. Provide modified assessments when necessary.
  - e. Student may complete assessments in alternate setting when requested.
3. Special Education/504 Students.
  - a. Modifications in accordance with individual students' 504 plans and IEP's
  - b. Students may be provided with note organizers / study guides to reinforce key topics.
  - c. Extended time on assessments when needed.
  - d. Preferred seating to be determined by student and teacher.
  - e. Provide modified assessments when necessary.
  - f. Student may complete assessments in alternate setting when requested.
  - g. Establish a non-verbal cue to redirect student when not on task.
  - h. Maintain strong teacher / parent communication.
4. Gifted and Talented Students.
  - a. Students will be afforded the opportunity to locate current events, beyond the scope discussed in class, that are relevant to the class lessons in order to peer teach and share.
  - b. Provide enrichment activities to expand upon the curriculum.

- c. Use higher level questioning techniques in class and on assessments.

**Unit 5: Borrowing Money****(5 Weeks)**Enduring Understanding

1. The ability to obtain and use credit is a crucial part of being financially literate
2. Credit and debt management is a crucial part of being financially literate

Essential Question(s)

1. What is credit?
2. What are the requirements for obtaining credit?
3. What are the advantages and disadvantages of credit?
4. What is a credit score and how is it measured?
5. What are the various types of loans available?

Learning Objectives

Students will be able to:

1. Define credit
2. Understand the positive and negative ramifications of credit
3. Identify the process of applying for and obtaining credit
4. Understand the importance of having a good credit score
5. List the factors that both positively and negatively influence a credit score
6. Differentiate various types of loans

New Jersey Student Learning Standards – Technology

- See Technology & Career Readiness & 21st Century Skills Standards Curriculum Appendix

Career Readiness Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

NJSLS Standard 9.1 – Personal Financial Literacy

- 9.1.8.C.1 Compare and contrast credit cards and debit cards and the advantages and disadvantages of using each.
- 9.1.8.C.3 Compare and contrast debt and credit management strategies.
- 9.1.8.C.4 Demonstrate an understanding of the terminology associated with different types of credit (e.g., credit cards, installment loans, mortgages) and compare the interest rates associated with each.
- 9.1.8.C.5 Calculate the cost of borrowing various amounts of money using different types of credit (e.g., credit cards, installment loans, mortgages).
- 9.1.8.C.6 Determine ways to leverage debt beneficially.
- 9.1.8.C.7 Determine potential consequences of using “easy access” credit (e.g., using a line of credit vs. obtaining a loan for a specific purpose).
- 9.1.8.C.8 Explain the purpose of a credit score and credit record, and summarize borrower's' credit report rights.
- 9.1.8.C.9 Summarize the causes and consequences of personal bankruptcy.
- 9.1.8.C.10 Determine when there is a need to seek credit counseling and appropriate times to utilize it.
- 9.1.12.C.4 Compare and contrast the advantages and disadvantages of various types of mortgages.
- 9.1.12.C.5 Analyze the information contained in a credit report and explain the importance of disputing inaccurate entries.
- 9.1.12.C.6 Explain how predictive modeling determines “credit scores.”
- 9.1.12.C.8 Identify the types and characteristics of predatory lending practices (e.g., payday loans, car title loans, high-risk mortgages).
- 9.1.12.C.9 Evaluate the implications of personal and corporate bankruptcy for self and others.
- 9.1.12.E.6 Evaluate written and verbal contracts for essential components and for obligations of the lender and borrower.
- 9.1.12.E.9 Determine when credit counseling is necessary and evaluate the resources available to assist consumers who wish to use it.

NJSLS Standard 9.2 – Career Awareness, Exploration, and Preparation

- 9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.
- 9.2.12.C.7 Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
- 9.2.12.C.8 Assess the impact of litigation and court decisions on employment laws and

practices.

### Suggested Activities

*Below is a list of suggested activities, modifications, accommodations, and enrichment opportunities. This includes, but is not limited to,:*

1. Activities
  - a. Credit card online research and application using advanced Google search features.
  - b. Car loan research using advanced Google search features.
  - c. Credit Score analyzer activity
  - d. Renting vs. Buying Activity
  - e. Group work
  - f. Online research
  - g. Do now activities
2. English Language Learners.
  - a. Students may use a bilingual dictionary.
  - b. Read written instructions.
  - c. Students may be provided with note organizers / study guides to reinforce key topics.
  - d. Provide modified assessments when necessary.
  - e. Student may complete assessments in alternate setting when requested.
3. Special Education/504 Students.
  - a. Modifications in accordance with individual students' 504 plans and IEP's
  - b. Students may be provided with note organizers / study guides to reinforce key topics.
  - c. Extended time on assessments when needed.
  - d. Preferred seating to be determined by student and teacher.
  - e. Provide modified assessments when necessary.
  - f. Student may complete assessments in alternate setting when requested.
  - g. Establish a non-verbal cue to redirect student when not on task.
  - h. Maintain strong teacher / parent communication.
4. Gifted and Talented Students.
  - a. Students will be afforded the opportunity to locate current events, beyond the scope discussed in class, that are relevant to the class lessons in order to peer teach and share.
  - b. Provide enrichment activities to expand upon the curriculum.
  - c. Use higher level questioning techniques in class and on assessments.

**Unit 6: Entrepreneurship****(4 weeks)**Enduring Understanding

1. The business plan is the blueprint for a business.
2. Entrepreneurship has advantages and disadvantages and working for someone else might be the right decision.
3. Decisions made affect the success of the business.

Essential Question(s)

1. What is a business Plan?
2. What information do you need to get started?
3. What are the advantages and disadvantages of entrepreneurship?

Learning Objectives

Students will be able to:

1. Identify the purpose of the business plan.
2. Determine what business they would like to start
3. Entrepreneurship is not for everyone.
4. Make basic business decisions about their entrepreneurial choice.
5. Complete Introduction section of their business plan

Career Readiness Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

NJSLS Standard 9.3 – Career & Technical Education

- 9.3.12.BM.2 Describe laws, rules and regulations as they apply to effective business operations.
- 9.3.12.BM.4 Identify, demonstrate and implement solutions in managing effective business customer relationships.
- 9.3.12.BM.6 Implement, monitor and evaluate business processes to ensure efficiency and quality results.
- 9.3.12.BM-ADM.3 Plan, monitor and manage day-to-day business activities.
- 9.3.12.BM-MGT.3 Apply economic concepts fundamental to global business operations.
- 9.3.12.BM-MGT.5 Plan, monitor, manage and maintain the use of financial resources to ensure a business's financial well-being.

- 9.3.12.BM-MGT.6 Plan, monitor and manage day-to-day business activities to sustain continued business functioning.
- 9.3.12.BM-MGT.7 Plan, organize and manage an organization/department to achieve business goals.

### Suggested Activities

*Below is a list of suggested activities, modifications, accommodations, and enrichment opportunities. This includes, but is not limited to,:*

1. Activities
  - a. Class Discussions
  - b. Research projects
  - c. Class Participation
  - d. Unit Test
  - e. Teacher Created Projects Which Correspond With the Unit
  - f. Creation of Business Plan Unit-Introduction
2. English Language Learners.
  - a. Students may use a bilingual dictionary.
  - b. Read written instructions.
  - c. Students may be provided with note organizers / study guides to reinforce key topics.
  - d. Provide modified assessments when necessary.
  - e. Student may complete assessments in alternate setting when requested.
3. Special Education/504 Students.
  - a. Modifications in accordance with individual students' 504 plans and IEP's
  - b. Students may be provided with note organizers / study guides to reinforce key topics.
  - c. Extended time on assessments when needed.
  - d. Preferred seating to be determined by student and teacher.
  - e. Provide modified assessments when necessary.
  - f. Student may complete assessments in alternate setting when requested.
  - g. Establish a non-verbal cue to redirect student when not on task.
  - h. Maintain strong teacher / parent communication.
4. Gifted and Talented Students.
  - a. Provide enrichment activities to expand upon the curriculum.
  - b. Use higher level questioning techniques in class and on assessments.

**Unit 7: Self Analysis****(4 weeks)**Enduring Understanding

1. Successful Characteristics of an entrepreneur can be learned
2. Decision-making is an important aspect of entrepreneurship
3. Goal setting is an important step to success

Essential Question(s)

1. What are common characteristics of successful entrepreneurs?
2. What traits did Steve Jobs and Mary Kay have?
3. What traits have you developed through your work experience?
4. What traits do you need to develop?

Learning Objectives

Students will be able to:

1. Identify the traits of successful entrepreneurs
2. Identify the educational background and skills needed to be successful.
3. Create a SMART goal for a business.
4. Understand how decisions have lasting effects for businesses when planning.
5. Analyze how experience allows entrepreneurs to be successful in business.
6. Understand how failure is likely for most business owners to be successful by learning from mistakes.

Career Readiness Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

NJSLS Standard 9.3 – Career & Technical Education

- 9.3.12.BM-ADM.3 Plan, monitor and manage day-to-day business activities.
- 9.3.12.BM-BIM.2 Plan, monitor, manage and maintain the use of financial resources to ensure a business's financial well being.
- 9.3.12.BM-BIM.3 Access, evaluate and disseminate information for business decision making.
- 9.3.12.BM-BIM.4 Plan, monitor and manage day-to-day business activities to sustain continued business functioning.
- 9.3.12.BM-BIM.5 Plan, organize and manage an organization/department to achieve business goals.
- 9.3.12.BM-MGT.4 Employ and manage techniques, strategies and systems to enhance

business relationships.

### Suggested Activities

*Below is a list of suggested activities, modifications, accommodations, and enrichment opportunities. This includes, but is not limited to,:*

1. Activities
  - a. Personality Assessment
  - b. Class Discussions
  - c. Internet Based Research on Entrepreneurs
  - d. Development of Business Plan - using Google Docs and shared with each member of the team to collaborate.
  - e. Unit Test
2. English Language Learners.
  - a. Students may use a bilingual dictionary.
  - b. Read written instructions.
  - c. Students may be provided with note organizers / study guides to reinforce key topics.
  - d. Provide modified assessments when necessary.
  - e. Student may complete assessments in alternate setting when requested.
3. Special Education/504 Students.
  - a. Modifications in accordance with individual students' 504 plans and IEP's
  - b. Students may be provided with note organizers / study guides to reinforce key topics.
  - c. Extended time on assessments when needed.
  - d. Preferred seating to be determined by student and teacher.
  - e. Provide modified assessments when necessary.
  - f. Student may complete assessments in alternate setting when requested.
  - g. Establish a non-verbal cue to redirect student when not on task.
  - h. Maintain strong teacher / parent communication.
4. Gifted and Talented Students.
  - a. Provide enrichment activities to expand upon the curriculum.
  - b. Use higher level questioning techniques in class and on assessments.
  - c. Authentic listening and reading sources that provide data and support for speaking and writing prompts.

## **Unit 8: Ownership**

**(4 weeks)**

### Enduring Understanding

1. Each type of ownership has different advantages and disadvantages.

2. The type of ownership affects the operation of the business, profit and expenses.
3. Risk is an important factor when considering the best type of ownership.

#### Essential Question(s)

1. What are the three types of business ownership
2. What are the advantages and disadvantages of each type of ownership?
3. How does a limited partnership differ from a partnership?
4. What are the benefits of an "S" Corporation?
5. How do you select the ownership that is right for you?

#### Learning Objectives

Students will be able to:

1. Identify disadvantages and advantages of type of ownership
2. Understand differences in LLC and S Corporation
3. How risk is a factor in the decision on ownership.
4. Identify advantages and disadvantages of each ownership
5. Analyze and synthesize information to problem solve
6. Make a decision on the best ownership for their business.

#### Career Readiness Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

#### NJSLS Standard 9.3 – Career & Technical Education

- 9.3.12.BM.3 Explore, develop and apply strategies for ensuring a successful business career.
- 9.3.12.BM.4 Identify, demonstrate and implement solutions in managing effective business customer relationships.
- 9.3.12.BM.5 Implement systems, strategies and techniques used to manage information in a business.
- 9.3.12.BM-ADM.2 Access, evaluate and disseminate information for business decision making.
- 9.3.12.BM-BIM.2 Plan, monitor, manage and maintain the use of financial resources to ensure a business's financial well being.
- 9.3.12.BM-BIM.3 Access, evaluate and disseminate information for business decision making.
- 9.3.12.BM-MGT.3 Apply economic concepts fundamental to global business operations.

- 9.3.12.BM-MGT.7 Plan, organize and manage an organization/department to achieve business goals.
- 9.3.12.BM-MGT.8 Create strategic plans used to manage business growth, profit and goals.
- 9.3.12.BM.1 Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision-making in business.

### Suggested Activities

*Below is a list of suggested activities, modifications, accommodations, and enrichment opportunities. This includes, but is not limited to,:*

1. Activities
  - a. Revenue and Expenses Activity
  - b. Risk Analysis
  - c. You're the owner activity.
  - d. Internet Based Research using advanced features of Google search.
  - e. Development of Business Plan – Ownership Type - shared with each team member in Google docs to collaborate.
  - f. Unit Test
2. English Language Learners.
  - a. Students may use a bilingual dictionary.
  - b. Read written instructions.
  - c. Students may be provided with note organizers / study guides to reinforce key topics.
  - d. Provide modified assessments when necessary.
  - e. Student may complete assessments in alternate setting when requested.
3. Special Education/504 Students.
  - a. Modifications in accordance with individual students' 504 plans and IEP's
  - b. Students may be provided with note organizers / study guides to reinforce key topics.
  - c. Extended time on assessments when needed.
  - d. Preferred seating to be determined by student and teacher.
  - e. Provide modified assessments when necessary.
  - f. Student may complete assessments in alternate setting when requested.
  - g. Establish a non-verbal cue to redirect student when not on task.
  - h. Maintain strong teacher / parent communication.
  - i. Assist student with long and short term planning of assignments
4. Gifted and Talented Students.
  - a. Provide enrichment activities to expand upon the curriculum.
  - b. Use higher level questioning techniques in class and on assessments.

**Unit 9: Competition****(4 weeks)**Enduring Understanding

1. Competition and its place in the Free Enterprise System
2. Indirect competition must be taken into account as well as direct competition.
3. The importance of developing a competitive advantage.

Essential Question(s)

1. What are the benefits of competition?
2. What laws prevent unfair competition?
3. What is the difference between direct & indirect competition?
4. What is a competitive advantage and how do businesses use them to attract customers?
5. How do you analyze the competition?
6. What is market share?

Learning Objectives

Students will be able to:

1. Identify the importance of competition and the role it plays in our economy.
2. How to analyze their competition.
3. Understand the importance of having a competitive advantage.
4. How to calculate market share
5. Define: competition, direct competition, indirect competition, competitive advantage and market share.
6. Have a class discussion on local businesses and their competition.
7. Discuss the correlation of trade area and competition.
8. Discuss, as a class, a given business's market share

Career Readiness Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

NJSLS Standard 9.3 – Career & Technical Education

- 9.3.12.BM.1 Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision-making in business.
- 9.3.12.BM.2 Describe laws, rules and regulations as they apply to effective business operations.
- 9.3.12.BM.3 Explore, develop and apply strategies for ensuring a successful business

career.

- 9.3.12.BM.4 Identify, demonstrate and implement solutions in managing effective business customer relationships.
- 9.3.12.BM.6 Implement, monitor and evaluate business processes to ensure efficiency and quality results.
- 9.3.12.BM-ADM.3 Plan, monitor and manage day-to-day business activities.
- 9.3.12.BM-BIM.2 Plan, monitor, manage and maintain the use of financial resources to ensure a business's financial well being.
- 9.3.12.BM-MGT.3 Apply economic concepts fundamental to global business operations.

### Suggested Activities

*Below is a list of suggested activities, modifications, accommodations, and enrichment opportunities. This includes, but is not limited to,:*

1. Activities
  - a. Calculate market share activity
  - b. Vocabulary activity
  - c. Create a list of benefits of competition using Google Docs and share with classmates to create a master list of benefits.
  - d. Internet Based Research using advanced Google search features.
  - e. Development of Business Plan – Competition using Google Docs, sheets and slides.
  - f. Unit Test
2. English Language Learners.
  - a. Students may use a bilingual dictionary.
  - b. Read written instructions.
  - c. Students may be provided with note organizers / study guides to reinforce key topics.
  - d. Provide modified assessments when necessary.
  - e. Student may complete assessments in alternate setting when requested.
3. Special Education/504 Students.
  - a. Modifications in accordance with individual students' 504 plans and IEP's
  - b. Students may be provided with note organizers / study guides to reinforce key topics.
  - c. Extended time on assessments when needed.
  - d. Preferred seating to be determined by student and teacher.
  - e. Provide modified assessments when necessary.
  - f. Student may complete assessments in alternate setting when requested.
  - g. Establish a non-verbal cue to redirect student when not on task.
  - h. Maintain strong teacher / parent communication.

- i. Assist student with long and short term planning of assignments
- 4. Gifted and Talented Students.
  - a. Provide enrichment activities to expand upon the curriculum.
  - b. Use higher level questioning techniques in class and on assessments.

**V. Course Materials**

1. Teacher Created Google Slides
2. Calculators
3. Computers & Internet Applications
4. SmartBoard
5. WSJ Classroom Edition
6. Banking Materials provided by TD Bank and The Federal Reserve System.
7. Business Magazines
8. NEFE High School Financial Planning Program
9. Microsoft Office 2010
10. Business related newspaper and magazine articles
11. Business related video clips

**VI. Assessments**

1. Quizzes
2. Unit Tests
3. Exit Tickets
4. Classwork
5. Individual & Group Projects Using Google Applications
6. Oral Presentations
7. Midterm Exam
8. Final Exam

**VII. Cross Curricular Aspects**

*Primary interdisciplinary connections to Common Core Standards in:*

1. Infused within the curriculum are connections to Mathematics, Language Arts and Technology.
2. Connections with history through the study of economics and the history of recessions and depressions.
3. Connections with English through the use of writing essays related to personal financial literacy.
4. Connections to math through budgeting and maintaining a check and calculating personal financial literacy mathematical equations.