

PUBLIC SCHOOLS OF EDISON TOWNSHIP  
DIVISION OF CURRICULUM AND INSTRUCTION

**BANKING AND FINANCE**

Length of Course: Semester

Elective/Required: Required

School: High Schools

Student Eligibility: Grades 9-12

Credit Value: 2.5 Credits

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**Modifications will be made to accommodate IEP mandates for classified students.**

## STATEMENT OF PURPOSE

All high school graduates should be able to take individual responsibility for their personal economic well-being. Our Banking and Finance course will include units of study that focus on the purpose of saving money and how money should be invested; how to set financial goals and maintain personal budgets; how the decision making process is used to make major purchases and investment decisions; how to obtain credit and manage debt; how the government affects individual disposable income as well as provide benefits; how to protect themselves from financial loss; and how to choose and obtain the right career based on long term financial goals.

Upon completion of this course, our students will be confident in their ability to find and use the information required to meet specific personal financial challenges as they arise.

This semester course will fulfill the NJ State requirement for Financial Literacy.

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## **Introduction**

The most precious resource teachers have is time. Regardless of how much time a course is scheduled for, it is never enough to accomplish all that one would like. Therefore, it is imperative that teachers utilize the time they have wisely in order to maximize the potential for all students to achieve the desired learning.

High quality educational programs are characterized by clearly stated goals for student learning, teachers who are well-informed and skilled in enabling students to reach those goals, program designs that allow for continuous growth over the span of years of instruction, and ways of measuring whether students are achieving program goals.

## **The Edison Township School District Curriculum Template**

The Edison Township School District has embraced the backward-design model as the foundation for all curriculum development for the educational program. When reviewing curriculum documents and the Edison Township curriculum template, aspects of the backward-design model will be found in the stated enduring *understandings/essential questions, unit assessments, and instructional activities*. Familiarization with backward-design is critical to working effectively with Edison's curriculum guides.

## **Guiding Principles: What is Backward Design? What is Understanding by Design?**

“Backward design” is an increasingly common approach to planning curriculum and instruction. As its name implies, “backward design” is based on defining clear goals, providing acceptable evidence of having achieved those goals, and then working ‘backward’ to identify what actions need to be taken that will ensure that the gap between the current status and the desired status is closed.

Building on the concept of backward design, Grant Wiggins and Jay McTighe (2005) have developed a structured approach to planning programs, curriculum, and instructional units. Their model asks educators to state goals; identify deep understandings, pose essential questions, and specify clear evidence that goals, understandings, and core learning have been achieved.

Program based on backward design use desired results to drive decisions. With this design, there are questions to consider, such as: What should students understand, know, and be able to do? What does it look like to meet those goals? What kind of program will result in the outcomes stated? How will we know students have achieved that result? What other kinds of evidence will tell us that we have a quality program? These questions apply regardless of whether they are goals in program planning or classroom instruction.

The backward design process involves three interrelated stages for developing an entire curriculum or a single unit of instruction. The relationship from planning to curriculum design, development, and implementation hinges upon the integration of the following three stages.

*Stage I: Identifying Desired Results:* Enduring understandings, essential questions, knowledge and skills need to be woven into curriculum publications, documents, standards, and scope and sequence materials. Enduring understandings identify the “big ideas” that students will grapple with during the course of the unit. Essential questions provide a unifying focus for the unit and students should be able to answer more deeply and fully these questions as they proceed through the unit. Knowledge and skills are the “*stuff*” upon which the understandings are built.

*Stage II: Determining Acceptable Evidence:* Varied types of evidence are specified to ensure that students demonstrate attainment of desired results. While discrete knowledge assessments (e.g.: multiple choice, fill-in-the-blank, short answer, etc...) will be utilized during an instructional unit, the overall unit assessment is performance-based and asks students to demonstrate that they have mastered the desired understandings. These culminating (summative) assessments are authentic tasks that students would likely encounter in the real-world after they leave school. They allow students to demonstrate all that they have learned and can do. To demonstrate their understandings students can explain, interpret, apply, provide critical and insightful points of view, show empathy and/or evidence self-knowledge. Models of student performance and clearly defined criteria (i.e.: rubrics) are provided to all students in advance of starting work on the unit task.

*Stage III: Designing Learning Activities:* Instructional tasks, activities, and experiences are aligned with stages one and two so that the desired results are obtained based on the identified evidence or assessment tasks. Instructional activities and strategies are considered only once stages one and two have been clearly explicated. Therefore, congruence among all three stages can be ensured and teachers can make wise instructional choices.

At the curricular level, these three stages are best realized as a fusion of research, best practices, shared and sustained inquiry, consensus building, and initiative that involves all stakeholders. In this design, administrators are instructional leaders who enable the alignment between the curriculum and other key initiatives in their district or schools. These leaders demonstrate a clear purpose and direction for the curriculum within their school or district by providing support for implementation, opportunities for revision through sustained and consistent professional development, initiating action research activities, and collecting and evaluating materials to ensure alignment with the desired results. Intrinsic to the success of curriculum is to show how it aligns with the overarching goals of the district, how the document relates to district, state, or national standards, what a high quality educational program looks like, and what excellent teaching and learning looks like. Within education, success of the educational program is realized through this blend of commitment and organizational direction.

**Becoming a Critical Consumer**

**Targeted Standards: Standard 9.2:** All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

**Unit Objectives/Enduring Understandings:** Students will be able to identify basic concepts in the decision making process in order to make informed investments and purchases.

**Essential Questions:** What decision making processes go into making a major purchase and investment decisions?

**Unit Assessment:** Students will demonstrate knowledge of the steps of the decision making process and their rights as a consumer.

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>9.2.12.E.1: Analyze and apply multiple sources of financial information when prioritizing financial decisions.</p> <p>9.2.12.E.2: Determine how objective, accurate, and current financial information affects the prioritization of financial decisions.</p> <p>9.2.12.E.3: Evaluate how media, bias, purpose, and validity affect the prioritization of consumer decisions and spending.</p> <p>9.2.12.E.4: Evaluate business practices and their impact on individuals, families, and societies.</p> <p>9.2.12.E.5: Evaluate written and verbal contracts for essential components and for obligations of the lender and borrower.</p>	<p>Students will know decision making and consumer protection terminology: consumer advocate, consumer protection, opportunity cost, basic needs, product advertising, target market, company advertising, micro-marketing.</p>	<ul style="list-style-type: none"> <li>• Discuss steps involved in the decision making process.</li> <li>• Identify wants versus needs.</li> <li>• Evaluate the steps involved in the family decision making process.</li> <li>• Analyze how personal and cultural values impact spending and other financial decisions.</li> <li>• Understand protections provided by major federal consumer protection laws.</li> </ul>	<p>Identify and define steps in the decision making process and protection provided to consumers by the government.</p>	<p>Formative assessments:</p> <ul style="list-style-type: none"> <li>• Daily class work</li> <li>• Student/teacher interaction and discussion</li> <li>• Classroom observations</li> </ul> <p>Summative assessments:</p> <ul style="list-style-type: none"> <li>• Exams (terminology and hands on)</li> <li>• Projects</li> </ul>

**Becoming a Critical Consumer (Cont.)**

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>9.2.12.E.6: Apply consumer protection laws to the issues they address.</p> <p>9.2.12.E.7: Relate consumer fraud, including online scams and theft of employee time and goods, to laws that protect consumers.</p> <p>9.2.12.E.8: Determine when credit counseling is necessary and evaluate the resources available to assist consumers who wish to use it.</p> <p>9.2.12.E.9: Determine reasons for the increase of identity theft worldwide and evaluate the extent to which victims of identity theft are successful in fully restoring their personal identities.</p> <p>9.2.12.A.8: Analyze how personal and cultural values impact spending and other financial decisions.</p> <p>8.2. B3: Identify a technological problem and use the design process to create an appropriate solution.</p>	<p>Students will know how to use the problem solving model to solve real-world problems.</p>	<ul style="list-style-type: none"> <li>Students will be able to use various models and create problem solving solutions.</li> </ul>	<p>Students will design various collage's to introduce consumerism using technology.</p>	<ul style="list-style-type: none"> <li>Discuss the pros and cons of consumerism by developing problems and have students create appropriate solutions</li> </ul>
<p><b>Resources:</b> Essential Materials, Supplementary Materials, Links to Best Practices</p> <p>Textbooks, tutorials, and internet activities</p>			<p><b>Instructional Adjustments:</b> Modifications, student difficulties, possible misunderstandings</p> <p>Adjust quantity of finished work to meet individual learning needs.</p>	

**Credit and Debt Management**

**Targeted Standards: Standard 9.2:** All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

**Unit Objectives/Enduring Understandings:** Students will be able to identify basic concepts for obtaining and managing credit and long term debt.

**Essential Questions:** How do individuals obtain credit and manage debt?

**Unit Assessment:** Students will demonstrate the ability to make informed choices about sources of credit and managing debt.

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>9.2.12.C.1: Compare and contrast the financial benefits of different products and services offered by a variety of financial institutions.</p> <p>9.2.12.C.2: Compare and compute interest and compound interest and develop an amortization table using business tools.</p> <p>9.2.12.C.3: Compute and assess the accumulating effect of interest paid over time when using a variety of sources of credit.</p> <p>9.2.12.C.4: Compare and contrast the advantages and disadvantages of various types of mortgages.</p> <p>9.2.12.C.5: Analyze the information contained in a credit report and explain the importance of disputing inaccurate entries.</p>	<p>Students will define credit terminology: credit, capital, collateral, finance charges, lines of credit, deferred billing, open ended credit, annual percentage rate, usury laws, credit history, credit reports, credit rating, mortgages and other long term debt, personal bankruptcy laws and consequences.</p>	<ul style="list-style-type: none"> <li>Analyze advantages and disadvantages of consumer credit.</li> <li>Compute interest charges and compound interest.</li> <li>Compare sources of credit.</li> <li>Understand importance of credit records.</li> <li>Describe credit rating and how credit-worthiness is determined.</li> <li>Describe credit laws and how they protect consumers.</li> <li>Describe how to protect oneself from credit card fraud.</li> <li>Explain methods for solving credit problems.</li> </ul>	<p>Identify and define various credit and debt terminologies and apply concepts for obtaining and properly managing credit and debt.</p>	<p>Formative assessments:</p> <ul style="list-style-type: none"> <li>Daily class work</li> <li>Student/teacher interaction and discussion</li> <li>Classroom observations</li> </ul> <p>Summative assessments:</p> <ul style="list-style-type: none"> <li>Exams (terminology and hands on)</li> <li>Projects</li> </ul>



**Credit and Debt Management (Cont.)**

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>9.2.12.C.6: Explain how predictive modeling determines “credit scores.”</p> <p>9.2.12.C.7: Explain the rights and responsibilities of buyers and sellers under consumer protection laws, and discuss common unfair or deceptive business practices.</p> <p>9.2.12.C.8: Evaluate the implications of personal and corporate bankruptcy for self and others.</p> <p>8.1.4 Describe and practice safe internet usage.</p>				<ul style="list-style-type: none"> <li>Teachers will monitor students use of the internet to research various topics</li> </ul>
<p><b>Resources:</b> Essential Materials, Supplementary Materials, Links to Best Practices</p> <p>Textbooks, tutorials, computers, and internet activities</p>			<p><b>Instructional Adjustments:</b> Modifications, student difficulties, possible misunderstandings</p> <p>Adjust quantity of finished work to meet individual learning needs.</p>	

**Government Programs Affecting Income and Protection**

**Targeted Standards: Standard 9.2:** All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

**Unit Objectives/Enduring Understandings:** Students will be able to identify basic concepts of the federal tax system and how government programs affect individual well being.

**Essential Questions:** How does the government affect individual disposable income as well as provide benefits?

**Unit Assessment:** Students will demonstrate the ability to identify tax concepts and the use of taxation to fund public initiatives on various levels.

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>9.2.12.A.9: Demonstrate how exemptions and deductions can reduce taxable income.</p> <p>9.2.12.A.10: Explain the relationship between government programs and services and taxation.</p> <p>9.2.12.A.11: 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.A.12: Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.</p> <p>9.2.12.F.2: Summarize the concept and types of taxation used to fund public initiatives.</p> <p>9.2.12.F.3: Assess the impact of emerging global economic events on financial planning.</p>	<p>Students will define career terminology: job analysis, salary, benefits, promotion, entrepreneurs, upgrading, placement center, self assessment inventory, networks, resumes, and technological advances.</p>	<ul style="list-style-type: none"> <li>Analyze and choose a career that matches their interests.</li> <li>Plan steps necessary in order to become qualified for specific careers and evaluate costs.</li> <li>Identify sources of job opportunity information.</li> <li>Analyze financial risks and benefits of specific careers.</li> <li>Analyze how certain careers are affected/unaffected by the economic conditions of the country.</li> <li>Evaluate the steps necessary to maintain job skills during changes of technological requirements.</li> </ul>	<p>Identify, define, and apply basic concepts necessary to choose, plan, obtain, and adapt to specific careers.</p>	<p>Formative assessments:</p> <ul style="list-style-type: none"> <li>Daily class work</li> <li>Student/teacher interaction and discussion</li> <li>Classroom observations</li> </ul> <p>Summative assessments:</p> <ul style="list-style-type: none"> <li>Exams (terminology and hands on)</li> <li>Projects</li> </ul>

**Government Programs Affecting Income and Protection (Cont.)**

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>9.2.12.F.4: Analyze how citizen decisions and actions can influence the use of economic resources to achieve societal goals and provide individual services.</p> <p>9.2.12.F.7: Explain the concept and forms of taxation and justify the use of taxation to fund public activities and initiatives.</p> <p>8.1.4 Describe and practice safe internet usage</p> <p>8.1.5 Describe and practice Etiquette when using the Internet and electronic mail</p>				<ul style="list-style-type: none"> <li>Teachers will monitor students use of the internet to research various topics</li> </ul>
<p><b>Resources:</b> Essential Materials, Supplementary Materials, Links to Best Practices</p> <p>Textbooks, self evaluation software, tutorials, and internet activities</p>			<p><b>Instructional Adjustments:</b> Modifications, student difficulties, possible misunderstandings</p> <p>Adjust quantity of finished work to meet individual learning needs.</p>	

**Careers**

**Targeted Standards: Standard 9.2:** All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

**Unit Objectives/Enduring Understandings:** Students will be able to understand how to choose, plan, obtain, and adapt to a career.

**Essential Questions:** How does a person choose and obtain the right career for themselves?

**Unit Assessment:** Students will demonstrate ability to identify a career that matches their interests and the steps necessary to obtain and maintain that career.

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>9.2.12.A.1: Analyze the relationship between various careers and personal earning goals.</p> <p>9.2.12.A.2: Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.</p> <p>9.2.12.A.3: Analyze how the economic, social, and political conditions of a time period can affect starting a business and can affect a plan for establishing such an enterprise.</p> <p>9.2.12.A.4: Summarize the financial risks and benefits of entrepreneurship as a career choice.</p> <p>9.2.12.A.5: Evaluate current advances in technology that apply to a selected occupational career cluster.</p>	<p>Students will define career terminology: job analysis, salary, benefits, promotion, entrepreneurs, upgrading, placement center, self assessment inventory, networks, resumes, and technological advances.</p>	<ul style="list-style-type: none"> <li>Analyze and choose a career that matches their interests.</li> <li>Plan steps necessary in order to become qualified for specific careers and evaluate costs.</li> <li>Identify sources of job opportunity information.</li> <li>Analyze financial risks and benefits of specific careers.</li> <li>Analyze how certain careers are affected/unaffected by the economic conditions of the country.</li> <li>Evaluate the steps necessary to maintain job skills during changes of technological requirements.</li> </ul>	<p>Identify, define, and apply basic concepts necessary to choose, plan, obtain, and adapt to specific careers.</p>	<p>Formative assessments:</p> <ul style="list-style-type: none"> <li>Daily class work</li> <li>Student/teacher interaction and discussion</li> <li>Classroom observations</li> </ul> <p>Summative assessments:</p> <ul style="list-style-type: none"> <li>Exams (terminology and hands on)</li> <li>Projects</li> </ul>

## Careers (Cont.)

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
8.1.4 Describe and practice safe internet usage  8.1.5 Describe and practice Etiquette when using the Internet and electronic mail				<ul style="list-style-type: none"> <li>Students will be assessed on the usage of the Internet and monitored for computer etiquette.</li> </ul>
<b>Resources:</b> Essential Materials, Supplementary Materials, Links to Best Practices  Textbooks, self evaluation software, tutorials, and internet activities			<b>Instructional Adjustments:</b> Modifications, student difficulties, possible misunderstandings  Adjust quantity of finished work to meet individual learning needs.	

### Money Management

**Targeted Standards: Standard 9.2:** All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

**Unit Objectives/Enduring Understandings:** Students will be able to identify basic concepts applicable to setting financial goals and maintaining budgets.

**Essential Questions:** How do individuals set financial goals and maintain personal budgets?

**Unit Assessment:** Students will demonstrate ability to identify key concepts in setting financial goals and how to maintain budgets to help meet financial goals.

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>9.2.12.B.1: Prioritize financial decisions by systematically considering alternatives and possible consequences.</p> <p>9.2.12.B.2: Compare strategies for saving and investing and the factors that influence how much should be saved or invested to meet financial goals.</p> <p>9.2.12.B.3: Construct a plan to accumulate emergency “rainy day” funds.</p> <p>9.2.12.B.4: Analyze how income and spending plans are affected by age, needs, and resources.</p> <p>9.2.12.B.5: Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget.</p> <p>9.2.12.B.6: Design and utilize a simulated budget to monitor progress of financial plans.</p>	<p>Students will define money management terminology: earned income, unearned income, disposable income, financial plans, budget, fixed expenses, variable expenses, assets, liabilities, net worth, consideration, and spreadsheets.</p>	<ul style="list-style-type: none"> <li>• Credit a personal budget to include projected income and expenses (fixed and variable).</li> <li>• Identify long term financial goals and plans to achieve them.</li> <li>• Analyze how different scenarios affect budget.</li> <li>• Determine the amount of money necessary for emergency “rainy day” funds.</li> <li>• Analyze how certain tax deductions can affect long term savings.</li> </ul>	<p>Identify and define money management and budget terminology and identify events that could affect long term financial goals.</p>	<p>Formative assessments:</p> <ul style="list-style-type: none"> <li>• Daily class work</li> <li>• Student/teacher interaction and discussion</li> <li>• Classroom observations</li> </ul> <p>Summative assessments:</p> <ul style="list-style-type: none"> <li>• Exams (terminology and hands on)</li> <li>• Projects</li> </ul>

**Money Management (Cont.)**

	<b>Core Content Objectives</b>		<b>Instructional Actions</b>	
<b>Cumulative Progress Indicators</b>	<b>Concepts</b> <i>What students will know.</i>	<b>Skills</b> <i>What students will be able to do.</i>	<b>Activities/Strategies</b> Technology Implementation/ Interdisciplinary Connections	<b>Assessment Check Points</b>
<p>9.2.12.B.7: Develop personal financial planning strategies that respond to and use tax deductions and shelters.</p> <p>9.2.12.B.8: Describe and calculate interest and fees that are applied to various forms of spending, debt, and saving.</p> <p>9.2.12.B.9: Chart and evaluate the growth of mid- and long-term investments.</p> <p>9.2.12.B.10: Develop a plan that uses the services of various financial institutions to meet personal and family financial goals.</p>				
<p><b>Resources:</b> Essential Materials, Supplementary Materials, Links to Best Practices</p> <p>Textbooks, self evaluation software, tutorials, and internet activities</p>			<p><b>Instructional Adjustments:</b> Modifications, student difficulties, possible misunderstandings</p> <p>Adjust quantity of finished work to meet individual learning needs.</p>	

**Planning, Saving, and Investing**

**Targeted Standards: Standard 9.2:** All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

**Unit Objectives/Enduring Understandings:** Students will be able to identify basic investing concepts applicable to specific investment opinions.

**Essential Questions:** Why should an individual save money and where should the money be invested?

**Unit Assessment:** Students will demonstrate ability to define and evaluate basic forms of investments and rates of returns.

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>9.2.12.D.1: Summarize how investing builds wealth and assists in meeting long- and short-term financial goals.</p> <p>9.2.12.D.2: Assess factors that influence financial planning.</p> <p>9.2.12.D.3: Justify the use of savings and investment options to meet targeted goals.</p> <p>9.2.12.D.4: Analyze processes and vehicles for buying and selling investments.</p> <p>9.2.12.D.5: Compare the risk, return, and liquidity of various savings and investment alternatives.</p> <p>9.2.12.D.6: Explain how government and independent financial services and products are used to achieve personal financial goals.</p> <p>9.2.12.D.7: Relate savings and investment results to achievement of financial goals.</p>	<p>Students will define saving and investing terminology: principle, compound interest, annual percentage yield, certificate of deposit, maturity date, money market accounts, financial advisors, stocks (common and preferred), bonds, mutual funds, annuities, stocks, estate planning, individual retirement plans.</p>	<ul style="list-style-type: none"> <li>• Explain different purposes of saving.</li> <li>• Identify services offered by various financial institutions.</li> <li>• Evaluate investments based on liquidity, safety, convenience, and yield.</li> <li>• Identify investment options and related risk (stocks, bonds, mutual funds, real estate, retirement plans).</li> <li>• Evaluate how taxes affect the rate of return on savings and investments.</li> <li>• Analyze how retirement plans help to shift current income for tax purposes.</li> </ul>	<p>Identify and define various investment options and evaluate investments based on liquidity, safety, yield, and tax consequences.</p>	<p>Formative assessments:</p> <ul style="list-style-type: none"> <li>• Daily class work</li> <li>• Student/teacher interaction and discussion</li> <li>• Classroom observations</li> </ul> <p>Summative assessments:</p> <ul style="list-style-type: none"> <li>• Exams (terminology and hands on)</li> <li>• Projects</li> </ul>



**Planning, Saving, and Investing (Cont.)**

	<b>Core Content Objectives</b>		<b>Instructional Actions</b>	
<b>Cumulative Progress Indicators</b>	<b>Concepts</b> <i>What students will know.</i>	<b>Skills</b> <i>What students will be able to do.</i>	<b>Activities/Strategies</b> Technology Implementation/ Interdisciplinary Connections	<b>Assessment Check Points</b>
<p>9.2.12.D.8: Differentiate among various investment products and savings vehicles and how to use them most effectively.</p> <p>9.2.12.D.9: Assess the role of revenue-generating assets as mechanisms for accruing and managing wealth.</p> <p>9.2.12.D.10: Compare and contrast the past and present role of government in the financial industry and in the regulation of financial markets.</p> <p>9.2.12.D.11: Determine the impact of various market events on stock market prices and on other savings and investments.</p> <p>9.2.12.D.12: Evaluate how taxes affect the rate of return on savings and investments.</p> <p>9.2.12.D.13: Analyze how savings, retirement plans, and other investment options help to shift current income for purposes of tax reporting and filing.</p> <p>8.1.4 Describe and practice safe internet usage</p> <p>8.1.5 Describe and practice Etiquette when using the Internet and electronic mail</p>				

**Planning, Saving, and Investing (Cont.)**

**Resources:** Essential Materials, Supplementary Materials, Links to Best Practices

Textbooks, tutorials, and internet activities

**Instructional Adjustments:** Modifications, student difficulties, possible misunderstandings

Adjust quantity of finished work to meet individual learning needs.

**Risk Management and Insurance**

**Targeted Standards: Standard 9.2:** All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

**Unit Objectives/Enduring Understandings:** Students will be able to identify basic concepts of risk management and how to protect against unintended loss.

**Essential Questions:** How do individuals protect themselves from financial loss?

**Unit Assessment:** Students will demonstrate understanding of classes of risk and risk management plans and knowledge of insurance necessary to cover such risks.

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>9.2.12.G.1: Analyze risks and benefits in various financial situations.</p> <p>9.2.12.G.2: Differentiate between property and liability insurance protection.</p> <p>9.2.12.G.3: Compare the cost of various types of insurance (e.g., life, homeowners, motor vehicle) for the same product or service, given different liability limits and risk factors.</p> <p>9.2.12.G.4: Evaluate individual and family needs for insurance protection using opportunity-cost analysis.</p> <p>9.2.12.G.5: Compare insurance policy coverage limits and related premiums and deductibles to minimize costs.</p> <p>9.2.12.G.6: Differentiate the costs and benefits of renter's and homeowner's insurance.</p>	<p>Students will define various insurance terminologies: Policy, premium, indemnification, liability (personal &amp; property), pure and speculative risk, insurable interest, risk management, homeowner's &amp; renter's policy, car insurance, life &amp; health insurance (group and individual health insurance, whole and term life insurance, and long term health care).</p>	<ul style="list-style-type: none"> <li>Identify various classes of risk including illness or injury, death of wage earner, liability to other's injuries, liabilities for damage to other's prosperity, and loss of personal property to theft or damage.</li> <li>Create a risk management plan.</li> <li>Evaluate investments based on liquidity, safety, convenience, and yield.</li> <li>Identify appropriate forms of insurance to cover risks.</li> </ul>	<p>Explain various classes of risk, create a risk management plan, and identify appropriate forms of insurance to cover such risks.</p>	<p>Formative assessments:</p> <ul style="list-style-type: none"> <li>Daily class work</li> <li>Student/teacher interaction and discussion</li> <li>Classroom observations</li> </ul> <p>Summative assessments:</p> <ul style="list-style-type: none"> <li>Exams (terminology and hands on)</li> <li>Projects</li> </ul>

**Risk Management and Insurance**

		<b>Core Content Objectives</b>		<b>Instructional Actions</b>	
<b>Cumulative Progress Indicators</b>	<b>Concepts</b> <i>What students will know.</i>	<b>Skills</b> <i>What students will be able to do.</i>	<b>Activities/Strategies</b> Technology Implementation/ Interdisciplinary Connections	<b>Assessment Check Points</b>	
<p>8.1.5 Describe and practice Etiquette when using the Internet and electronic mail</p> <p>9.2.12.G.7: Compare sources of health and disability coverage, including employee benefit plans, with options in another country.</p> <p>9.2.12.G.8: Compare and contrast options for long-term healthcare insurance for home care and external care.</p> <p>9.2.12.G.9: Explain how to self-insure and how to determine when self-insurance is appropriate.</p> <p>9.2.12.G.10: Determine when and why it may be appropriate for the government to provide insurance coverage, rather than private industry.</p> <p>8.1.4 Describe and practice safe internet usage</p> <p>8.1.5 Describe and practice Etiquette when using the Internet and electronic mail</p>	<ul style="list-style-type: none"> <li>• Students will know how to use the Internet to research topics and use proper etiquette.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to use the internet safely to research various topics.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will research various Insurance companies and compare and contrast their results</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be assessed on their usage of the Internet to research various topics.</li> </ul>	
<p><b>Resources:</b> Essential Materials, Supplementary Materials, Links to Best Practices</p> <p>Textbooks, tutorials, and internet activities</p>			<p><b>Instructional Adjustments:</b> Modifications, student difficulties, possible misunderstandings</p> <p>Adjust quantity of finished work to meet individual learning needs.</p>		

**Public Schools of Edison Township  
Divisions of Curriculum and Instruction**

Draft 14

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### **Essential Instructional Behaviors**

*Edison's Essential Instructional Behaviors are a collaboratively developed statement of effective teaching from pre-school through Grade 12. This statement of instructional expectations is intended as a framework and overall guide for teachers, supervisors, and administrators; its use as an observation checklist is inappropriate.*

#### **1. Planning which Sets the Stage for Learning and Assessment**

***Does the planning show evidence of:***

- a. units and lessons directly related to learner needs, the written curriculum, the New Jersey Core Content Curriculum Standards (NJCCCS), and the Cumulative Progress Indicators (CPI)?
- b. measurable objectives that are based on diagnosis of learner needs and readiness levels and reflective of the written curriculum, the NJCCCS, and the CPI?
- c. lesson design sequenced to make meaningful connections to overarching concepts and essential questions?
- d. provision for effective use of available materials, technology and outside resources?
- e. accurate knowledge of subject matter?
- f. multiple means of formative and summative assessment, including performance assessment, that are authentic in nature and realistically measure learner understanding?
- g. differentiation of instructional content, processes and/or products reflecting differences in learner interests, readiness levels, and learning styles?
- h. provision for classroom furniture and physical resources to be arranged in a way that supports student interaction, lesson objectives, and learning activities?

#### **2. Observed Learner Behavior that Leads to Student Achievement**

***Does the lesson show evidence of:***

- a. learners actively engaged throughout the lesson in on-task learning activities?
- b. learners engaged in authentic learning activities that support reading such as read alouds, guided reading, and independent reading utilizing active reading strategies to deepen comprehension (for example inferencing, predicting, analyzing, and critiquing)?
- c. learners engaged in authentic learning activities that promote writing such as journals, learning logs, creative pieces, letters, charts, notes, graphic organizers and research reports that connect to and extend learning in the content area?
- d. learners engaged in authentic learning activities that promote listening, speaking, viewing skills and strategies to understand and interpret audio and visual media?
- e. learners engaged in a variety of grouping strategies including individual conferences with the teacher, learning partners, cooperative learning structures, and whole-class discussion?
- f. learners actively processing the lesson content through closure activities throughout the lesson?
- g. learners connecting lesson content to their prior knowledge, interests, and personal lives?
- h. learners demonstrating increasingly complex levels of understanding as evidenced through their growing perspective, empathy, and self-knowledge as they relate to the academic content?
- i. learners developing their own voice and increasing independence and responsibility for their learning?
- j. learners receiving appropriate modifications and accommodations to support their learning?

### 3. Reflective Teaching which Informs Instruction and Lesson Design

*Does the instruction show evidence of:*

- a. differentiation to meet the needs of all learners, including those with Individualized Education Plans?
- b. modification of content, strategies, materials and assessment based on the interest and immediate needs of students during the lesson?
- c. formative assessment of the learning before, during, and after the lesson, to provide timely feedback to learners and adjust instruction accordingly?
- d. the use of formative assessment by both teacher and student to make decisions about what actions to take to promote further learning?
- e. use of strategies for concept building including inductive learning, discovery-learning and inquiry activities?
- f. use of prior knowledge to build background information through such strategies as anticipatory set, K-W-L, and prediction brainstorm?
- g. deliberate teacher modeling of effective thinking and learning strategies during the lesson?
- h. understanding of current research on how the brain takes in and processes information and how that information can be used to enhance instruction?
- i. awareness of the preferred informational processing strategies of learners who are technologically sophisticated and the use of appropriate strategies to engage them and assist their learning?
- j. activities that address the visual, auditory, and kinesthetic learning modalities of learners?
- k. use of questioning strategies that promote discussion, problem solving, and higher levels of thinking?
- l. use of graphic organizers and hands-on manipulatives?
- m. creation of an environment which is learner-centered, content rich, and reflective of learner efforts in which children feel free to take risks and learn by trial and error?
- n. development of a climate of mutual respect in the classroom, one that is considerate of and addresses differences in culture, race, gender, and readiness levels?
- o. transmission of proactive rules and routines which students have internalized and effective use of relationship-preserving desists when students break rules or fail to follow procedures?

### 4. Responsibilities and Characteristics which Help Define the Profession

*Does the teacher show evidence of:*

- a. continuing the pursuit of knowledge of subject matter and current research on effective practices in teaching and learning, particularly as they tie into changes in culture and technology?
- b. maintaining accurate records and completing forms/reports in a timely manner?
- c. communicating with parents about their child's progress and the instructional process?
- d. treating learners with care, fairness, and respect?
- e. working collaboratively and cooperatively with colleagues and other school personnel?
- f. presenting a professional demeanor?