

<b>Course: Strategies for Success in HS &amp; Life</b> <b>Unit # 2: Financial planning and Understanding</b>	<b>Year of Implementation: 2022-2023</b>
<b>Curriculum Team Members</b> <i>Renee Collins--rcollins@lrhsd.org</i>	
<b>Stage One - Desired Results</b>	
<b>Link(s) to New Jersey Student Learning Standards for this course:</b> <i>{provide all applicable links to standards here}</i> <a href="https://www.state.nj.us/education/cccs/2020/">https://www.state.nj.us/education/cccs/2020/</a>	
<b>Unit Standards:</b>  <b>21st Century Life &amp; Career Standards</b> <i>Standard 9.2 Career Awareness, Exploration, Preparation and Training</i> <i>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</i>  <i>9.1.12.EG.1: Review the tax rates on different sources of income and on different types of products and services purchased.</i>  <i>9.1.12.EG.2: Explain why various forms of income are taxed differently.</i>  <i>9.1.12.CDM.1: Identify the purposes, advantages, and disadvantages of debt.</i>  <i>9.1.12.CDM.6: Compute and assess the accumulating effect of interest paid over time when using a variety of sources of credit. (e.g., student loans, credit cards, auto loans, mortgages, etc.).</i>  <i>9.1.12.CP.1: Summarize how one's credit history can affect finances, including loan terms, employment, and qualifying for loans.</i>  <i>9.1.12.CP.2: Identify the advantages of maintaining a positive credit history.</i>  <i>9.1.12.PB.1: Explain the difference between saving and investing.</i>	

9.1.12.RM.2: Identify types of investments appropriate for different objectives such as liquidity, income, and growth.

**English Companion Standards**

*NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.*

*NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

**NJ Statutes**

*Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.*

*Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.*

*LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.*

*For additional information, see*

**NJ Amistad Curriculum:** <http://www.njamistadcurriculum.net/>

**Transfer Goal:** Students will be able to independently use their learning to understand the financial aspects of payroll, taxes and investment opportunities.

As aligned with LRHSD Long Term Learning Goal(s):

1. utilize and integrate essential communication and technical skills significant to 21st century life, work, and community
2. understand financial literacy and responsibility as personal and professional members of society
3. create authentic learning experiences to successfully transfer knowledge into real-world experiences preparing them for life and career
4. use technology to extend creativity and/or improve problem-solving ability

Enduring Understandings

Students will understand that. . .

EU 1

money management includes investment options and different types of accounts.

EU 2

investing options and economic conditions go together to make a successful portfolio.

EU 3

accurately interpreting a paycheck is important in relation to taxes and money management.

Essential Questions

EU 1

- What account(s) should I open to match my financial goals?
- Why do banks offer the same services at different rates?
- Why do banks specialize with services?

EU 2

- What types of investments should be used for specific financial goals?
- When is the best time to start saving for retirement?
- Is investing a financial strategy that everyone should use?

EU 3

- How can not understanding a paycheck result in mismanagement?
- How can payroll taxes affect net pay?

Knowledge

Students will know . . .

Skills

Students will be able to . . .

**Commented [5]:** I think a big essential question here is one that you mentioned in your knowledge and skills which is "How do banks make money?"

**Commented [1]:** This EU is not as strong as your others. The word "options" just feels too vague

**Commented [2]:** Is this better

**Commented [3]:** not sure this is clear what you mean by economic conditions

**Commented [4]:** that is a business term

**Commented [6]:** This section needs to be bulked up

**Commented [7]:** \_Marked as resolved\_

**Commented [8]:** \_Re-opened\_ Is this still good?

**Commented [9]:** Yes

**Commented [10]:** @cbookwalter@lrhdsd.org I forget what we talked about here...does this section need any kind of standards noted. Usually we put standards in K and Skills section but I realize this curric. is unique. Please advise.

<p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>the different accounts that banks offer.</li> <li>what benefits of each type of account has to offer.</li> <li>that banks may have different rates for the same account type.</li> <li>how banks make money from deposits.</li> <li>banks may specialize in account types.</li> <li>Standard 9.1.12.PB.1</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>the importance of investing early in career.</li> <li>the main type of investment options.</li> <li>types of investments and risk they carry.</li> <li>employment investment opportunities.</li> <li>how saving and investing can improve financial well-being.</li> <li>Standard 9.1.12.RM.2</li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>the difference between net and gross income.</li> <li>what percentage of income gets paid to the state.</li> <li>what programs are taxpayer funded.</li> <li>what W2 and W4 forms mean.</li> <li>Standard 9.1.12.EG.2</li> </ul>	<p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>differentiate and discern between the types of accounts depending on financial goals/plans.</li> <li>read the fine print for account information.</li> <li>compare and contrast banks for the best rates/accounts.</li> <li>Standard 9.1.12.PB.1</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>calculate the difference in value for years of investing.</li> <li>navigate a 401k and/or other retirement accounts.</li> <li>determine riskiness and investment strategy.</li> <li>explore investment options that different types of employment opportunities offer.</li> <li>Standard 9.1.12.RM.2</li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>calculate a fictional paycheck and decipher the different parts.</li> <li>understand the terms and the program definitions.</li> <li>successfully fill out a W2 and W4 form from the IRS.</li> <li>Standard 9.1.12.EG.2</li> </ul>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Stage Two - Assessment**

Commented [11]: Know and Skills should have link to standards

Recommended Performance Tasks:

- As a recently employed individual, compare the different retirement investment options and determine which investment plan would work best considering income level and financial goals. Show the difference in savings if the investment is started at different ages throughout the working career. Once an investment option is determined, student will have to choose the best financial institution for the investment strategy that was chosen. This will be a portfolio based performance task.

Other Evidence:

- Class Discussion
- Quizizz
- Group presentations
- Mock Interview
- Peer quizzes
- Journaling
- 3-2-1 (3 things they learned, 2 things they want to learn, 1 question they may still have)

### Stage Three - Instruction

Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer. {place A, M and/or T along with the applicable EU number in parentheses after each statement} The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection

- Guest speakers (outside professionals and counselors) (M)
- Compare Checking Accounts (A, M, T) [https://docs.google.com/document/d/1L5dcwbUaYxK\\_oBjH3avp-dH0IndCnKeL\\_x60oG0croo/edit?usp=sharing](https://docs.google.com/document/d/1L5dcwbUaYxK_oBjH3avp-dH0IndCnKeL_x60oG0croo/edit?usp=sharing)
- Navigate your online bank account (M, T) <https://docs.google.com/document/d/1zcoBrTgYf90kgwHyVo0-5hcAkWIKG9PJTAzq4DAFycQ/edit?usp=sharing>
- STAX investing game (A, M) [Ngpf.com](http://Ngpf.com)
- Spent budgeting game (A, M) [Ngpf.com](http://Ngpf.com)
- Investing for retirement (A, M, T) [https://docs.google.com/document/d/1ak135LnFQ3NIjhHw8HLrgZxf5N6WYxiZNB95Fq1\\_nc/edit?usp=sharing](https://docs.google.com/document/d/1ak135LnFQ3NIjhHw8HLrgZxf5N6WYxiZNB95Fq1_nc/edit?usp=sharing)

- Investigate--Mystery of the \$8 Million Janitor (A, M)  
<https://docs.google.com/document/d/1ZLLROK2haWehfKi2RK0xPa5DQ5uHdBym3V0cfSkkh2s/edit?usp=sharing>
- 25 Investing basics (A, M, T)  
[https://docs.google.com/document/d/1QVLxo3ozxHxQTXFswEd-BA\\_qvYPOX8KDLu CZfdYZYrM/edit?usp=sharing](https://docs.google.com/document/d/1QVLxo3ozxHxQTXFswEd-BA_qvYPOX8KDLu CZfdYZYrM/edit?usp=sharing)
- Stock Market game (A, M, T)
- Investing Assessment (M)  
[https://docs.google.com/document/d/1g43iXfwGYiIc8fNXY\\_bxp-66ser7TR0QqimtGIBDLvo/edit?usp=sharing](https://docs.google.com/document/d/1g43iXfwGYiIc8fNXY_bxp-66ser7TR0QqimtGIBDLvo/edit?usp=sharing)
- MOVE: Your tax dollars in action (A, M, T)  
<https://docs.google.com/document/d/1jbWinG8OzhbeW0WVBojH30NOIJXAs8ZB8xHtNnw2Pmc/edit?usp=sharing>
- MOVE: Overdraft fees (A, M, T)  
[https://docs.google.com/document/d/16wLM94jEia\\_yGgGciIdljXrTpSPEwOTO\\_Q07ku90IXw/edit?usp=sharing](https://docs.google.com/document/d/16wLM94jEia_yGgGciIdljXrTpSPEwOTO_Q07ku90IXw/edit?usp=sharing)
- MOVE: Mutual fund (A, M, T)  
<https://docs.google.com/document/d/1R7TkvytxuwgunxObV0Oty0PrhX9mWuMFxTIYB-ajHA/edit?usp=sharing>
- Roll with it (A, M, T)  
<https://docs.google.com/document/d/1pySg9krJvvKo3559LZu7nLZUW797YQTz2V3QC43hun0/edit?usp=sharing>
- 

Pacing Guide:

Unit #	Title of Unit	Approximate # of teaching days
2	<i>Job Exploration, Career Counseling and Employment Preparedness</i>	50

**List of Instructional Materials:**

- <https://www.ngpf.org/>
- <https://www.stockmarketgame.org/>
- <https://quizizz.com/>
- <https://www.irs.gov/pub/irs-pdf/fw4.pdf>
- <https://smartasset.com/taxes/paycheck-calculator>

***Accommodations:***

*Special Education:* The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

*Students with 504 Plans:* Students will be accommodated based on specific accommodations listed in the 504 Plan.

*English Language Learners:* Students will be accommodated based on individual need and in consultation with the ELL teacher.

*Students at Risk of School Failure:* Students will be accommodated based on individual need and provided various structural supports through their school.

*Gifted and Talented Students:* Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.