

Course: *Introduction to Business*
Unit #4: *Financial Management*

Year of Implementation: 2024-2025

Curriculum Team Members

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Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

https://nj.gov/education/standards/clicks/Docs/2014_9.3_21LifeAndCareers.pdf
<https://www.state.nj.us/education/cccs/2020/2020%20NJSLs-CLKS.pdf>
<https://www.state.nj.us/education/cccs/2020/>

● **Unit Standards:**

Content Standards

- 9.2.12.CAP.14: Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income. Understanding income involves an analysis of payroll taxes, deductions and earned benefits.
- 9.2.12.CAP.15: Demonstrate how exemptions, deductions, and deferred income (e.g., retirement or medical) can reduce taxable income.
- 9.2.12.CAP.16: Explain why taxes are withheld from income and the relationship of federal, state, and local taxes (e.g., property, income, excise, and sales) and how the money collected is used by local, county, state, and federal governments.
- 9.2.12.CAP.17: Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.
- 9.2.12.CAP.18: Differentiate between taxable and nontaxable income from various forms of employment (e.g., cash business, tips, tax filing and withholding).
- 9.2.12.CAP.19: Explain the purpose of payroll deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay, including the cost of employee benefits to employers and self-employment income.
- 9.2.12.CAP.20: Analyze a Federal and State Income Tax Return.

- 9.3.12.FN-BNK.3 Manage the use of financial resources to enhance banking performance.
- **21st Century Life & Career Standards**
 - 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12.prof.CR3a). Innovative ideas or innovation can lead to career opportunities.
 - 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12.prof.CR2b, 2.2.12.LF.8).
 - 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
 - 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12.prof.CR3.a).
 - 9.1.12.CFR.4: Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.
 - 9.1.12.CFR.5: Summarize the purpose and importance of estate planning documents (e.g., will, durable power of attorney, living will, health care proxy, etc.).
 - 9.1.12.CFR.6: Identify and explain the consequences of breaking federal and/or state employment or financial laws
 - 9.1.12.CDM.1: Identify the purposes, advantages, and disadvantages of debt.
 - 9.1.12.CDM.2: Compare and contrast the advantages and disadvantages of various types of mortgages.
 - 9.1.12.CDM.3: Determine ways to leverage debt beneficially.
 - 9.1.12.CDM.5: Identify the types of characteristics of predatory lending practices and the importance of collateral (e.g., payday loans, car title loans, high-risk mortgages).
 - 9.1.12.CDM.6: Compute and assess the accumulating effect of interest paid over time when using a variety of sources of credit. (e.g., student loans, credit cards, auto loans, mortgages, etc.).
 - 9.1.12.CDM.7: Calculate a mortgage payment based on type of loan, down payment, credit score, and loan interest rate.
 - 9.1.12.CDM.8: Compare and compute interest and compound interest and develop an amortization table using business tools
 - 9.1.12.CDM.9: Summarize the causes and consequences of personal and corporate bankruptcy and evaluate the implications for self and others.
 - 9.1.5.FI.1: Identify various types of financial institutions and the services they offer including banks, credit unions, and credit card companies.
 - 9.1.5.FP.1: Illustrate the impact of financial traits on financial decisions.
 - 9.1.2.PB.1: Determine various ways to save and places in the local community that help people save and accumulate money over time.
 - 9.1.2.PB.2: Explain why an individual would choose to save money.

- 9.1.12.CP.1: Summarize how one's credit history can affect finances, including loan terms, employment, and qualifying for loans.
- 9.1.12.CP.2: Identify the advantages of maintaining a positive credit history.
- 9.1.12.CP.4: Identify the skill sets needed to build and maintain a positive credit profile.
- 9.1.12.CP.7: Summarize factors that affect a particular credit scoring system.
- 9.1.12.CP.8: Identify different ways you can protect your credit.
- 9.1.12.CP.9: Analyze the information contained in a credit report, how scores are calculated and used, and explain the importance of disputing inaccurate entries.
<https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-CLKS.pdf>
- **English Companion Standards**
 - List grade-level appropriate companion standards for History, Social Studies, Science and Technical Subjects (CTE/Arts) 9-12. English Companion Standards are required only in these subject/content areas. This section can be deleted for all other content areas.
 - Companion Standards:
 - NJLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
 - NJLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
 - NJLSA.R6. Assess how point of view or purpose shapes the content and style of a text.
 - NJLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
 - RST.11-12.2. Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
 - RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
 - NJLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
 - NJLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
 - NJLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **Interdisciplinary Content Standards**
 - NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
 - NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
 - SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
 - SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.
- **NJ Statutes:** NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary curriculum.

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.

Diversity and Inclusion ([N.J.S.A. 18A:35-4.36a](#)) A board of education shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Asian American and Pacific Islanders (AAPI) [P.L.2021, c.410](#) Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

For additional information, see

NJ Amistad Curriculum: <https://www.nj.gov/education/amistad/about/>

Diversity and Inclusion: <https://www.nj.gov/education/standards/dei/index.shtml>

- (Sample Activities/ Lessons): <https://www.nj.gov/education/standards/dei/samples/index.shtml>

Asian American and Pacific Islanders:

- [Asian American and Pacific Islander Heritage and History in the U.S.](#)

A Teacher's Guide from EDSITEment offering a collection of lessons and resources for K-12 social studies, literature and arts classrooms that center around the experiences, achievements and perspectives of Asian Americans and Pacific Islanders across U.S. history.

Transfer Goal: Students will be able to independently use their learning to understand the importance of managing financial responsibilities including identifying and executing investing strategies.

As aligned with LRHSD Long Term Learning Goal(s):<https://www.lrhdsd.org/Page/6163>

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. evaluate careers using critical thinking and problem-solving skills to respond to changing societal and economic conditions

4. apply information technology to achieve an organization's business goals
5. create authentic learning experiences to successfully transfer knowledge into real-world experiences preparing them for life and career
6. use technology to extend creativity and/or improve problem-solving ability

Enduring Understandings

Students will understand that. . .

EU 1

- financial literacy and planning are crucial for effectively managing finances, budgets and personal goals, with credit scores and credit history playing a significant role in this process.

EU 2

- banks offer a variety of services such as different types of accounts, investment options, interest/rates and credit cards.

Essential Questions

- Why is retirement planning, credit management and budgeting crucial to your future needs and wants?
- Why do banks offer so many various accounts and services to their customers?

Knowledge

Students will know . . .

EU 1

- the vocabulary relating to financial literacy. (9.1.5.FP.1)
- the importance of creating and implementing a personal budget; to plan and manage money effectively by identifying financial goals and developing spending and investing plans. (9.1.2.PB.2) (9.1.5.PB.1)

EU 2

- the role the government plays in the banking system. (9.1.5.FI.1)
- terms related to the banking industry. (9.1.5.FI.1)

Skills

Students will be able to. . .

EU 1

- create a personal budget. (9.1.5.PB.1)
- speak fluently in financial terms. (9.1.5.FP.1)
- develop an investment strategy. (9.1.12.CP)

EU 2

- differentiate between the different types of financial institutions and the services they offer. (9.1.5.FI.1)

Stage Two - Assessment	
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Stage Three - Instruction	
<p><u>Learning Plan:</u> 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} All knowledge and skills must be addressed in this section with a corresponding lesson/activity which teaches each concept. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): <i>Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection</i></p> <ul style="list-style-type: none">● Budgeting for an apartment/car project (A, M, T, EU1)● Teacher led discussion introducing vocabulary (A, EU1, EU2)● Stock Market Game (M,T, EU1)● Create your own “private company” and take them “public” (M, T, EU1)● Create a NYSE Trading Pit and trade your “public” companies - various professional roles given to students (A, M, T, EU1)● SPENT simulation game (ngpf.org) (A, M, T, EU1)● Stock analysis of your 7 stocks (M, T EU1)● Credit Score and History Comparison (T, EU1)● Filling out a W4 form (https://www.irs.gov/pub/irs-pdf/fw4.pdf) (A, T, M, EU1)● Checking Account Simulation (M,T, EU2)● Reading the “Fine Print” on a checking account agreement to understand fees (M, T, EU2)● Federal Reserve Cartoon Video (A, EU2)● The Life of a Dollar Bill (A, EU2)	

- Writing out Checks and Deposit slips (A, M, EU2)
- Next Gen Arcade Games (<https://www.ngpf.org/arcade/>) (A, EU1, EU2)
- Comparing Credit Cards (M,T, EU2)
- Reading a Credit Card Statement (M, EU2)
- Reading a Credit Card Offer (M, EU2)
- Reading a Bank Statement (M, EU2)
- Credit Simulation (M,T, EU2)

Pacing Guide

{This chart will be identical in all of the units for this course.}

<i>Unit #</i>	<i>Title of Unit</i>	<i>Approximate # of teaching days</i>
1	The Economic Environment	36
2	Marketing	15
3	Business Structures and Management	39
4	Financial Management	45

Instructional Materials

- Google Suite
- Online textbook to be named later
- Teacher textbook - hard copy
- Presentation technology (i.e. projector or smart TV)

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.