

Pascack Valley Regional High School District

Pascack Hills High School, Montvale, New Jersey

Pascack Valley High School, Hillsdale, New Jersey

Course Name: Financial Investments

Born on: July, 2022

Previous Revision: July, 2023

Current Revision: July, 2026

Board Approval 8/24/2026

COURSE DESCRIPTION:

The goal of the Financial Investments course is to educate and extend student knowledge of financial responsibility and the practice of sound investing strategies. The course will focus on the diverse investment strategies individuals use to seek out a positive return. The course will require that students explore topics of how corporate finance works and the corporate structures of businesses. Students will analyze financial statements, estimate risk and return, and evaluate corporate stocks, bonds, and other financial securities.

Recommended Text: [Essentials of Investments](#)

Student Outcomes:

After successfully completing this course, the student will:

- Utilize their business/finance vocabulary to partake in investing discussions
- Differentiate between savings and investing
- Explain the risks and rewards of investing
- Define stock market and explain how stock markets work
- Define and research mutual funds
- Analyze financial data from articles, charts, and the stock tables
- Explain the functions of the Federal Reserve System
- Explain the history of Social Security, financing of Social Security and benefits paid
- Explain retirement investments including IRAs, Roth IRAs, 401(k)s, 403(b)s, and pension plans
- Simulate investment decisions through hands-on investing simulations
- Negotiate the complex world of investment strategies
- Compare research from various sources to make informed financial decisions
- Communicate their research orally and in writing to the class
- Collaborate in online communities and use technology to solve problems, collect data, and make decisions
- Calculate and interpret common measures of investment return, yield, fees, taxes, and risk.
- Evaluate the credibility, relevance, and perspective of financial information and market data.
- Construct, monitor, and defend a diversified investment strategy using evidence, quantitative analysis, and technology.

Interdisciplinary Connections

Teachers will integrate English Language Arts and Mathematics as authentic tools for financial analysis. Students read and evaluate financial information, write evidence-based explanations and recommendations, participate in collaborative discussions, interpret quantitative information, use mathematical models, and apply spreadsheet calculations. Science standards are included only when a unit contains a direct scientific content connection; no science performance expectation is assigned solely for compliance.

Course Configuration and Standards Alignment**Course Type: Stand-alone course | Grade Band: 10-12 | Standards Grade Band: 9-12**

The curriculum uses only Career Readiness, Life Literacies, and Key Skills performance expectations that are directly supported by the Financial Investments content. The unit maps emphasize relevant 9.1 Financial Literacy expectations, selected 9.2 Career Awareness and Planning expectations when directly applicable, and selected 9.4 Life Literacies/Key Skills expectations for research, data analysis, technology, creativity, and critical thinking.

Core Instructional and Supplemental Materials

- Core text: Essentials of Investments and district/teacher-created financial analysis materials.
- Primary and authentic financial sources: company annual reports and financial statements, prospectuses, current market data, public economic data, and teacher-selected financial news/data sources appropriate to the grade band.
- Supplemental resources may include EconEdLink, FDIC Money Smart, Hands on Banking, MoneySKILL, Council for Economic Education resources, SEC Investor.gov/EDGAR, FINRA investor education, Federal Reserve Education, TreasuryDirect, IRS resources, Social Security Administration resources, and CFTC investor/consumer education.
- Accessible/leveled versions, vocabulary supports, audio/digital text, teacher-created summaries, and alternative media are used when required by IEP, 504, multilingual learner, or other documented student needs.

Assessment Framework

Each unit identifies formative (F), summative (S), benchmark (B), and alternative (A) assessments. Common benchmark checkpoints are described in Appendix C. Alternative formats measure the same priority objectives and may include oral defense/conference, spreadsheet models, annotated visualizations, recorded presentations, or project-based demonstrations as appropriate.

Pacing Guide

Unit	Focus	Time Frame
I	Introduction to Finance and Investing	1-2 weeks
II	Types of Investment Vehicles	2-4 weeks
III	Bonds	2-3 weeks
IV	Stocks	3-4 weeks
V	Mutual and Index Funds	2-3 weeks
VI	Taxes and Investment	2-3 weeks
VII	Speculative Investments	2 weeks

Pacing is a guide and may be adjusted for school calendar, student readiness, reteaching, enrichment, and assessment needs while maintaining the sequence and priority standards.

2020 NJSLs - Career Readiness, Life Literacies, and Key Skills: Selected 9.1, 9.2, and 9.4 performance expectations are integrated by unit according to direct content alignment. Current NJSLs-ELA and NJSLs-Mathematics connections are included where students read, write, communicate, analyze data, model, and calculate.

Content/Topic:	Key Learning Items/Concepts:	Observable Proficiencies/Skills:	NJSLS	Performance Benchmarks/Assessments	Suggested Materials Used
Unit I – Introduction to Finance and Investing Time: 1-2 Weeks Content Statement: In this unit students will be introduced to the finance and investment marketplace. Discussions on why investing is important for short and long term goals and the various types of investments can offer benefits for different types of investors. Essential Question: What are the major areas in finance? Why is finance important for a business to analyze? What are the goals when looking for investment opportunities?	Define an investment. Distinguish between real assets and financial assets. Identify different types of financial markets and the major participants in each of those markets. Explain the economic functions of financial markets and how various securities are related to the governance of the corporation	Proficiencies and Skills: Students will explain why individuals invest and connect investment choices to short- and long-term goals. Students will distinguish saving from investing, identify major financial markets and participants, and explain how the business cycle can affect markets. Differentiation for Diverse Learners/Accommodations: • Special Education/IEP: re-teach/review; graphic organizers; guided notes/questions; chunk tasks and provide extended time as specified. • 504 Plan: implement plan-specific seating, timing, setting, organizational, instructional, and assessment accommodations. • Multilingual Learners: preteach essential financial vocabulary; provide visuals/models, sentence supports, and accessible text/language supports. • Below Grade Level/At-Risk: chunk readings/calculations, provide worked examples, outlines/checklists, frequent checks for understanding, and targeted support. • Gifted and Talented: extend data sets/reading complexity, require deeper independent analysis, offer advanced portfolio scenarios, and provide choice in product/presentation. <i>See Appendix E for district accommodation/modification charts.</i>	CR, LL, KS: 9.1.12.FP.1 9.1.12.FP.3 9.1.12.FP.5 9.1.12.FP.7 9.1.12.PB.1 9.1.12.PB.2 9.1.12.RM.2 9.4.12.IML.2 9.4.12.IML.3 9.4.12.TL.1 9.4.12.TL.2 ELA: RI.CR.9-10.1 / RI.CR.11-12.1 SL.II.9-10.2 / SL.II.11-12.2 Mathematics: MP.2, MP.4, MP.5, MP.6	Formative (F): Homework/classwork; discussions; teacher observations; exit checks; spreadsheet/data analyses; research checks; quizzes. Summative (S): Investment fundamentals analysis or goal-based investing plan Benchmark (B): Benchmark 1: Investment fundamentals, investor goals, and risk profile Alternative (A): Oral conference/defense, spreadsheet model, annotated visualization, recorded presentation, or project-based demonstration measuring the same priority objectives.	Core/Supplemental: • Essentials of Investments • EconEdLink • FDIC Money Smart • Council for Economic Education • Federal Reserve Education • Teacher-approved current market/economic data

Content/Topic:	Key Learning Items/Concepts:	Observable Proficiencies/Skills:	NJSLS	Performance Benchmarks/Assessments	Suggested Materials Used
Unit II – Types of Investment vehicles. Time: 2-4 Weeks Content Statement: In this unit, students will learn the different types of investment vehicles best suited for a company and an investor. Students will also discover why companies finance investments to reach company goals. Essential Question: 1. Why does a company need to generate capital? 2. What are the strategies of issuing stock and bonds?	Understand the reason for capital financing. Choosing between financing via debt vs. equity. Distinguish among the major assets that trade in money markets and in capital markets.	Proficiencies and Skills: Students will compare debt and equity financing and distinguish major assets traded in money and capital markets. Students will evaluate investment vehicles for different investor/company needs and begin constructing a diversified portfolio. Differentiation for Diverse Learners/Accommodations: • Special Education/IEP: re-teach/review; graphic organizers; guided notes/questions; chunk tasks and provide extended time as specified. • 504 Plan: implement plan-specific seating, timing, setting, organizational, instructional, and assessment accommodations. • Multilingual Learners: preteach essential financial vocabulary; provide visuals/models, sentence supports, and accessible text/language supports. • Below Grade Level/At-Risk: chunk readings/calculations, provide worked examples, outlines/checklists, frequent checks for understanding, and targeted support. • Gifted and Talented: extend data sets/reading complexity, require deeper independent analysis, offer advanced portfolio scenarios, and provide choice in product/presentation. <i>See Appendix E for district accommodation/modification charts.</i>	CR, LL, KS: 9.1.12.FI.4 9.1.12.FP.7 9.1.12.PB.2 9.1.12.RM.2 9.4.12.IML.2 9.4.12.IML.3 9.4.12.TL.2 ELA: RI.CR.9-10.1 / RI.CR.11-12.1 W.IW.9-10.2 / W.IW.11-12.2 SL.II.9-10.2 / SL.II.11-12.2 Mathematics: MP.2, MP.4, MP.5	Formative (F): Homework/classwork; discussions; teacher observations; exit checks; spreadsheet/data analyses; research checks; quizzes. Summative (S): Investment-vehicle comparison and initial portfolio rationale Benchmark (B): Benchmark 1: Investment fundamentals, investor goals, and risk profile Alternative (A): Oral conference/defense, spreadsheet model, annotated visualization, recorded presentation, or project-based demonstration measuring the same priority objectives.	Core/Supplemental: • Essentials of Investments • SEC Investor.gov / EDGAR • FINRA investor education • Sample prospectuses and financial statements • Teacher-approved current market data

Content/Topic:	Key Learning Items/Concepts:	Observable Proficiencies/Skills:	NJSLS	Performance Benchmarks/Assessments	Suggested Materials Used
Unit III – Bonds Time: 2-3 Weeks Content Statement: This unit will focus on the bond market and how bonds generate capital for different institutions like governments and corporations. Students will learn how bonds are rated and the payout of a bond. Essential Question: How does one invest in a bond? What does a bond's maturity rate, yield, and value mean for a diverse portfolio? What are the risks in investing in bonds?	Identify the components and characteristics of bonds and the types of bonds Examine government securities including treasury bills notes, municipal bonds Discuss the bond rating system Calculate the value of bonds, realizing premium and discounted bonds. Compare and contrast different types of bonds to determine investment options and tax advantages	Proficiencies and Skills: Students will identify bond characteristics, ratings, maturity, yield, premium/discount pricing, and major government/corporate bond types. Students will value bonds, compare risk and return, and explain how interest-rate changes can affect bond prices and portfolio choices. Differentiation for Diverse Learners/Accommodations: • Special Education/IEP: re-teach/review; graphic organizers; guided notes/questions; chunk tasks and provide extended time as specified. • 504 Plan: implement plan-specific seating, timing, setting, organizational, instructional, and assessment accommodations. • Multilingual Learners: preteach essential financial vocabulary; provide visuals/models, sentence supports, and accessible text/language supports. • Below Grade Level/At-Risk: chunk readings/calculations, provide worked examples, outlines/checklists, frequent checks for understanding, and targeted support. • Gifted and Talented: extend data sets/reading complexity, require deeper independent analysis, offer advanced portfolio scenarios, and provide choice in product/presentation. <i>See Appendix E for district accommodation/modification charts.</i>	CR, LL, KS: 9.1.12.FI.4 9.1.12.FP.7 9.1.12.PB.2 9.1.12.RM.2 9.4.12.IML.2 9.4.12.IML.3 9.4.12.TL.2 ELA: RI.CR.9-10.1 / RI.CR.11-12.1 W.IW.9-10.2 / W.IW.11-12.2 SL.II.9-10.2 / SL.II.11-12.2 Mathematics: MP.2, MP.4, MP.6	Formative (F): Homework/classwork ; discussions; teacher observations; exit checks; spreadsheet/data analyses; research checks; quizzes. Summative (S): Bond valuation and risk/return analysis Benchmark (B): Course benchmark evidence incorporated into portfolio analysis Alternative (A): Oral conference/defense, spreadsheet model, annotated visualization, recorded presentation, or project-based demonstration measuring the same priority objectives.	Core/Supplemental: • Essentials of Investments • TreasuryDirect • FINRA bond education • Municipal/corporate bond data • Teacher-created bond valuation spreadsheets

Content/Topic:	Key Learning Items/Concepts:	Observable Proficiencies/Skills:	NJSLS	Performance Benchmarks/Assessments	Suggested Materials Used
Unit IV – Stocks Time: 3-4 Weeks Content Statement: Students will examine the stock market through individual company stocks. They will understand the classification of stocks, and understand how to value a company's stock price. Essential Question: How does investing in stock help grow future earnings? How to identify a financial market to seek investment opportunities?	Examine the history of stock performance and consequences of selling and buying Examine the features of common stock and preferred stock Identify terms frequently used to describe stocks such as PE ratio, Return, dividend, 52 week high and low. Identify types of stocks indexes (Dow Jones, NASDAQ, S & P 500) Contrast the classification of stocks (Income, Growth, Penny, Defensive, Cyclical) Contrast Bull vs. Bear market . Calculate ROI for stock investments Differentiate - buy and hold, short selling, dollar cost averaging, direct investment and dividend reinvestment	Proficiencies and Skills: Students will identify major exchanges, indexes, stock classifications, and market terminology and explain how stock prices and returns are evaluated. Students will calculate return on investment and compare common investment strategies, including buy-and-hold, dollar-cost averaging, reinvestment, and short selling. Differentiation for Diverse Learners/Accommodations: • Special Education/IEP: re-teach/review; graphic organizers; guided notes/questions; chunk tasks and provide extended time as specified. • 504 Plan: implement plan-specific seating, timing, setting, organizational, instructional, and assessment accommodations. • Multilingual Learners: preteach essential financial vocabulary; provide visuals/models, sentence supports, and accessible text/language supports. • Below Grade Level/At-Risk: chunk readings/calculations, provide worked examples, outlines/checklists, frequent checks for understanding, and targeted support. • Gifted and Talented: extend data sets/reading complexity, require deeper independent analysis, offer advanced portfolio scenarios, and provide choice in product/presentation. <i>See Appendix E for district accommodation/modification charts.</i>	CR, LL, KS: 9.1.12.FP.5 9.1.12.FP.7 9.1.12.PB.2 9.1.12.RM.2 9.4.12.IML.2 9.4.12.IML.3 9.4.12.IML.4 9.4.12.IML.8 9.4.12.TL.2 ELA: RI.CR.9-10.1 / RI.CR.11-12.1 W.AW.9-10.1 / W.AW.11-12.1 W.SE.9-10.6 / W.SE.11-12.6 SL.II.9-10.2 / SL.II.11-12.2 Mathematics: MP.2, MP.4, MP.5, MP.6	Formative (F): Homework/classwork; discussions; teacher observations; exit checks; spreadsheet/data analyses; research checks; quizzes. Summative (S): Stock/company analysis with evidence-based buy/hold/sell recommendation Benchmark (B): Benchmark 2 evidence: security analysis, risk/return, and source credibility Alternative (A): Oral conference/defense, spreadsheet model, annotated visualization, recorded presentation, or project-based demonstration measuring the same priority objectives.	Core/Supplemental: • Essentials of Investments • SEC Investor.gov / EDGAR • FINRA investor education • Company annual reports/financial statements • Teacher-approved market data and investing simulation

Content/Topic:	Key Learning Items/Concepts:	Observable Proficiencies/Skills:	NJSLS	Performance Benchmarks/Assessments	Suggested Materials Used
Unit V – Mutual and Index Funds Time: 2-3 Weeks Content Statement: Students will analyze the mutual fund market and how mutual funds are designed. Students will analyze the sectors and diversification of the funds and see the cost structure of each fund. Essential Question: How do mutual funds protect investors from unnecessary risks?	Understand the structure of a mutual fund. How mutual funds diversify investment strategies. Analyze the mutual fund sector and cost structures.	Proficiencies and Skills: Students will analyze mutual fund and index fund structure, diversification, sectors, fees, and prospectus information. Students will calculate ownership costs and compare fund choices using objective criteria and credible sources. Differentiation for Diverse Learners/Accommodations: • Special Education/IEP: re-teach/review; graphic organizers; guided notes/questions; chunk tasks and provide extended time as specified. • 504 Plan: implement plan-specific seating, timing, setting, organizational, instructional, and assessment accommodations. • Multilingual Learners: preteach essential financial vocabulary; provide visuals/models, sentence supports, and accessible text/language supports. • Below Grade Level/At-Risk: chunk readings/calculations, provide worked examples, outlines/checklists, frequent checks for understanding, and targeted support. • Gifted and Talented: extend data sets/reading complexity, require deeper independent analysis, offer advanced portfolio scenarios, and provide choice in product/presentation. <i>See Appendix E for district accommodation/modification charts.</i>	CR, LL, KS: 9.1.12.FI.4 9.1.12.FP.7 9.1.12.PB.2 9.1.12.RM.2 9.4.12.IML.2 9.4.12.IML.3 9.4.12.TL.2 ELA: RI.CR.9-10.1 / RI.CR.11-12.1 W.IW.9-10.2 / W.IW.11-12.2 W.SE.9-10.6 / W.SE.11-12.6 Mathematics: MP.2, MP.4, MP.5, MP.6	Formative (F): Homework/classwork; discussions; teacher observations; exit checks; spreadsheet/data analyses; research checks; quizzes. Summative (S): Mutual/index fund comparison using fees, diversification, and prospectus data Benchmark (B): Benchmark 2: Security/fund analysis and diversified portfolio review Alternative (A): Oral conference/defense, spreadsheet model, annotated visualization, recorded presentation, or project-based demonstration measuring the same priority objectives.	Core/Supplemental: • Essentials of Investments • SEC mutual fund/investor resources • FINRA investor education • Fund prospectuses/fact sheets • Teacher-created fee and diversification spreadsheets

Content/Topic:	Key Learning Items/Concepts:	Observable Proficiencies/Skills:	NJSLS	Performance Benchmarks/Assessments	Suggested Materials Used
Unit VI – Taxes and Investment Time: 2-3 Weeks Content Statement: Students will discover the role of taxes in financial investments. Students will look at tax-deferred investments to maximize returns. Essential Question: What role do taxes have on different investments? What types of investments are tax deferred?	Different tax implications for the different types of investment accounts. How do taxes affect your investment strategy? How investments are taxed.	Proficiencies and Skills: Students will distinguish common tax treatment of investment income and short-versus long-term capital gains. Students will calculate how taxes can affect investment returns and explain how tax-deferred retirement accounts can influence investment strategy. Differentiation for Diverse Learners/Accommodations: • Special Education/IEP: re-teach/review; graphic organizers; guided notes/questions; chunk tasks and provide extended time as specified. • 504 Plan: implement plan-specific seating, timing, setting, organizational, instructional, and assessment accommodations. • Multilingual Learners: preteach essential financial vocabulary; provide visuals/models, sentence supports, and accessible text/language supports. • Below Grade Level/At-Risk: chunk readings/calculations, provide worked examples, outlines/checklists, frequent checks for understanding, and targeted support. • Gifted and Talented: extend data sets/reading complexity, require deeper independent analysis, offer advanced portfolio scenarios, and provide choice in product/presentation. <i>See Appendix E for district accommodation/modification charts.</i>	CR, LL, KS: 9.1.12.EG.1 9.1.12.EG.2 9.1.12.FP.7 9.1.12.PB.5 9.1.12.RM.1 9.2.12.CAP.15 9.4.12.IML.2 9.4.12.TL.2 ELA: RI.CR.9-10.1 / RI.CR.11-12.1 W.IW.9-10.2 / W.IW.11-12.2 SL.II.9-10.2 / SL.II.11-12.2 Mathematics: MP.2, MP.4, MP.6	Formative (F): Homework/classwork; discussions; teacher observations; exit checks; spreadsheet/data analyses; research checks; quizzes. Summative (S): After-tax return comparison and tax-aware investment scenario Benchmark (B): Tax implications incorporated into culminating investment strategy Alternative (A): Oral conference/defense, spreadsheet model, annotated visualization, recorded presentation, or project-based demonstration measuring the same priority objectives.	Core/Supplemental: • Essentials of Investments • IRS educational resources • Social Security Administration resources • Sample brokerage/tax documents • Teacher-created after-tax return spreadsheets

Content/Topic:	Key Learning Items/Concepts:	Observable Proficiencies/Skills:	NJSLS	Performance Benchmarks/Assessments	Suggested Materials Used
Unit VII – Speculative Investments Time: 2 Weeks Content Statement: Look how futures, options, and commodities can impact an investment strategy. Essential Question: How do option trades create a risk vs. reward in buying and selling stock. How does exposure to commodities differentiate from classic investments?	What is an option in regards to investing? How do options pose great risk and reward? How does borrowing on margin create unlimited risk while investing? What shorting an investment can lead to unlimited risk and return	Proficiencies and Skills: Students will explain the structure and risks of futures, options, commodities, margin, and short-selling strategies. Students will calculate margin-related scenarios and evaluate whether speculative strategies are appropriate for an investor's goals, risk tolerance, and time horizon. Differentiation for Diverse Learners/Accommodations: • Special Education/IEP: re-teach/review; graphic organizers; guided notes/questions; chunk tasks and provide extended time as specified. • 504 Plan: implement plan-specific seating, timing, setting, organizational, instructional, and assessment accommodations. • Multilingual Learners: preteach essential financial vocabulary; provide visuals/models, sentence supports, and accessible text/language supports. • Below Grade Level/At-Risk: chunk readings/calculations, provide worked examples, outlines/checklists, frequent checks for understanding, and targeted support. • Gifted and Talented: extend data sets/reading complexity, require deeper independent analysis, offer advanced portfolio scenarios, and provide choice in product/presentation. <i>See Appendix E for district accommodation/modification charts.</i>	CR, LL, KS: 9.1.12.CDM.3 9.1.12.FP.5 9.1.12.FP.7 9.1.12.PB.2 9.1.12.RM.2 9.4.12.IML.2 9.4.12.IML.3 9.4.12.IML.8 9.4.12.TL.2 ELA: RI.CR.9-10.1 / RI.CR.11-12.1 W.AW.9-10.1 / W.AW.11-12.1 SL.PE.9-10.1 / SL.PE.11-12.1 Mathematics: MP.2, MP.4, MP.6	Formative (F): Homework/classwork; discussions; teacher observations; exit checks; spreadsheet/data analyses; research checks; quizzes. Summative (S): Speculative-investment risk analysis and strategy defense Benchmark (B): Benchmark 3: Culminating portfolio/investment strategy and evidence-based defense Alternative (A): Oral conference/defense, spreadsheet model, annotated visualization, recorded presentation, or project-based demonstration measuring the same priority objectives.	Core/Supplemental: • Essentials of Investments • SEC and FINRA investor education • CFTC investor/consumer education • Teacher-approved options/futures market data • Scenario and margin calculation spreadsheets

APPENDIX A - CURRICULUM READINESS CROSSWALK

Curriculum Review Element	Where Addressed in Financial Investments
Stand-alone course / grade-band expectations	Front matter identifies a stand-alone Grades 10-12 course aligned to Grades 9-12 NJSLS performance expectations.
Relevant Career Readiness, Life Literacies, and Key Skills disciplinary concepts	Each unit lists only directly relevant 9.1, selected 9.2, and selected 9.4 performance expectations; Appendix D consolidates the alignment.
Career Readiness, Life Literacies, and Key Skills Practices	Appendix D maps all nine current practices to authentic course applications.
Accommodations and modifications	Every unit includes Special Education/IEP, 504, multilingual learner, below-grade-level/at-risk, and gifted/talented supports; Appendix E contains district charts.
Assessments	Every unit identifies formative, summative, benchmark, and alternative assessments; Appendix C identifies common benchmark checkpoints.
Core instructional and supplemental materials	Course-level materials list appears in the front matter; each unit includes specific core/supplemental materials.
Pacing guide	Course-level pacing guide identifies all seven units and time frames.
Interdisciplinary connections	Front matter and unit maps include current ELA and Mathematics connections; Appendix D provides a course-wide interdisciplinary standards crosswalk.

APPENDIX B - INTEGRATED FINANCIAL RESEARCH AND INVESTMENT ANALYSIS

Students apply a consistent research and analysis process throughout the course. The process mirrors the integrated research expectations used in district Social Studies curricula while adapting the work to financial information, quantitative evidence, investment decisions, and market data.

- 1. Source Gathering:** Locate current, authoritative financial information from multiple print and digital sources, including primary/authentic financial documents when appropriate.
- 2. Source Evaluation and Citation:** Evaluate timeliness, accuracy, relevance, perspective, methodology, and credibility; distinguish fact, analysis, opinion, advertising, and speculation; cite sources in a consistent format.
- 3. Quantitative Analysis and Synthesis:** Interpret tables, charts, financial statements, market data, yields, returns, fees, taxes, and risk measures; connect quantitative evidence to the research question or investment decision.
- 4. Written Expression:** Develop an evidence-based explanation, comparison, recommendation, or investment thesis that clearly states assumptions, criteria, risks, and limitations.
- 5. Visual/Oral Expression:** Present findings using clear charts, tables, dashboards, slides, or other visualizations and respond to questions with evidence and financial vocabulary.
- 6. Technology:** Use spreadsheets, formulas, simulations, digital research tools, and collaborative/presentation platforms to collect, organize, analyze, model, and communicate financial information.

APPENDIX C - FINANCIAL INVESTMENTS SKILLS AND BENCHMARK ASSESSMENTS

Course Skill	Observable Student Application
Financial Decision-Making	Define goals and constraints; compare alternatives; identify tradeoffs; justify choices using evidence and consequences.
Quantitative/Data Analysis	Calculate and interpret return, yield, fees, taxes, percentages, and other financial measures; use tables/charts/spreadsheets accurately.
Risk and Return Analysis	Identify sources of risk; compare expected reward and downside; connect risk tolerance and time horizon to investment choices.
Research and Information Literacy	Evaluate financial sources for credibility, timeliness, relevance, perspective, and potential bias or motivation.
Portfolio Construction	Select and compare asset types; apply diversification principles; monitor and revise a portfolio strategy based on goals and evidence.
Communication and Collaboration	Use precise financial vocabulary, explain reasoning orally and in writing, and contribute productively to collaborative analysis.
Technology/Spreadsheet Literacy	Use formulas, spreadsheets, simulations, and digital tools to model and communicate investment decisions.
Ethical/Behavioral Awareness	Recognize behavioral bias, conflicts of interest, misleading claims, and the ethical responsibility to represent data and risk accurately.

Common Benchmark Checkpoints

Checkpoint	Timing	Common Evidence / Mastery Focus
Benchmark 1	After Unit II	Investment fundamentals, saving vs. investing, investor goals/risk profile, financial markets, and comparison of major investment vehicles.
Benchmark 2	After Unit V	Bond/stock/fund analysis, risk-return comparison, fees/diversification, credible source use, data interpretation, and portfolio review.
Benchmark 3	After Unit VII	Culminating investment strategy/portfolio defense incorporating risk, taxes, diversification, speculative-investment limits, credible evidence, and spreadsheet/modeling work.

Benchmark evidence may be collected through a common written task, data-analysis task, portfolio artifact, or teacher-approved equivalent. Alternative benchmark formats may be provided when required by a student plan while preserving the same priority standards and mastery criteria.

APPENDIX D - SELECTED NJSLs AND CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS PRACTICES

The following standards are selected because the existing course content requires students to make financial decisions, evaluate investments, analyze data and information, use technology, communicate evidence, and apply quantitative reasoning. Standards not directly supported by the course are intentionally omitted.

NJSLS-CLKS	Financial Investments Course Connection
9.1.12.FP.1	Connect long-term financial planning and personal goals to investment decisions.
9.1.12.FP.3	Relate delayed gratification and long-term investing to wealth-building goals.
9.1.12.FP.5	Analyze how behavioral biases can affect financial and investment decisions.
9.1.12.FP.7	Use multiple current, objective sources when making financial decisions.
9.1.12.PB.1	Differentiate saving from investing and apply each to financial goals.
9.1.12.PB.2	Prioritize financial decisions by analyzing alternatives and consequences.
9.1.12.PB.5	Analyze how taxes, inflation, and personal circumstances affect financial decisions.
9.1.12.RM.1	Examine retirement income and the role of personal investments/retirement accounts.
9.1.12.RM.2	Compare investment types for liquidity, income, growth, risk, and investor needs.
9.1.12.EG.1 / 9.1.12.EG.2	Compare tax treatment and explain how forms of income/investment gains may be taxed differently.
9.1.12.FI.4	Evaluate benefits and drawbacks of financial products and investment options.
9.1.12.CDM.3	Analyze leverage/debt in speculative strategies such as margin and the resulting risk.
9.2.12.CAP.15	Apply tax-deferred retirement/benefit concepts when analyzing taxable income and investment strategy.
9.4.12.CI.1	Use creative thinking to construct and revise investment/portfolio strategies for authentic scenarios.
9.4.12.CT.2	Use collaboration to strengthen critical thinking and problem solving in financial decision-making.
9.4.12.IML.2	Evaluate digital financial information for timeliness, accuracy, perspective, credibility, and relevance.
9.4.12.IML.3	Analyze financial data with tools/models to develop valid and reliable claims.
9.4.12.IML.4	Evaluate the appropriateness and impact of financial data visualizations for an audience.
9.4.12.IML.8	Evaluate media/financial sources for viewpoint, bias, and motivation.
9.4.12.TL.1	Select digital tools appropriate to the financial research/analysis task.
9.4.12.TL.2	Use formula-based spreadsheet calculations to generate/analyze data and draw conclusions.

Interdisciplinary NJSLs Connections

Content Area / Standard	Course Application
ELA: RI.CR.9-10.1 / RI.CR.11-12.1	Cite and analyze relevant evidence in financial/informational texts, reports, filings, and source sets.
ELA: W.AW.9-10.1 / W.AW.11-12.1	Write evidence-based arguments/recommendations about investment alternatives and strategies.
ELA: W.IW.9-10.2 / W.IW.11-12.2	Write clear informative/explanatory financial analyses using appropriate organization, evidence, and vocabulary.
ELA: W.SE.9-10.6 / W.SE.11-12.6	Gather and evaluate authoritative print/digital sources and cite information responsibly.
ELA: SL.PE.9-10.1 / SL.PE.11-12.1	Participate effectively in collaborative financial analysis, discussion, and presentation.
ELA: SL.II.9-10.2 / SL.II.11-12.2	Integrate information from multiple media/data formats and evaluate credibility/accuracy.
Mathematics: MP.2	Reason abstractly and quantitatively with prices, percentages, returns, yields, fees, taxes, and risk measures.
Mathematics: MP.4	Model financial situations with equations, tables, graphs, spreadsheets, and scenario analysis.
Mathematics: MP.5	Use appropriate tools strategically, including calculators, spreadsheets, simulations, and digital data tools.
Mathematics: MP.6	Attend to precision in calculations, units, assumptions, labels, rounding, and interpretation of financial results.

Science: No science NJSLs is assigned course-wide because the current units do not require a direct science performance expectation. A science standard should be added only if a future unit/lesson explicitly requires scientific content or scientific evidence (for example, a sustained sector analysis involving environmental or energy-resource science).

Career Readiness, Life Literacies, and Key Skills Practices

Practice	Financial Investments Integration
1. Act as a Responsible and Contributing Community Member and Employee	Use evidence responsibly, fulfill collaborative roles, and make recommendations that accurately represent benefits, costs, and risks.
2. Attend to Financial Well-Being	Connect goals, risk tolerance, diversification, taxes, retirement planning, and time horizon to sound investment decisions.
3. Consider the Environmental, Social and Economic Impacts of Decisions	When evaluating companies, markets, and financial choices, consider relevant economic and social consequences and broader impacts supported by evidence.
4. Demonstrate Creativity and Innovation	Construct and revise portfolio/investment strategies for authentic investor scenarios and changing constraints.
5. Utilize Critical Thinking to Make Sense of Problems and Persevere in Solving Them	Interpret market data, compare alternatives, test assumptions, troubleshoot calculations, and justify decisions with evidence.
6. Model Integrity, Ethical Leadership and Effective Management	Represent data honestly, disclose sources/assumptions, recognize conflicts of interest, and avoid misleading or unsupported financial claims.
7. Plan Education and Career Paths Aligned to Personal Goals	Connect personal financial goals and investment knowledge to future education, career, compensation, benefits, and retirement planning.
8. Use Technology to Enhance Productivity, Increase Collaboration and Communicate Effectively	Use spreadsheets, simulations, databases, digital research, collaborative tools, and presentations to analyze and communicate financial information.
9. Work Productively in Teams while using Cultural/Global Competence	Collaborate on financial analysis, consider multiple perspectives, and communicate respectfully when evaluating market and investment scenarios.

APPENDIX E - LIST OF ACCOMMODATIONS AND MODIFICATIONS

The following district Social Studies/Business accommodation and modification charts supplement the examples embedded in each unit. Student plans and documented needs govern implementation.

Pascack Valley Regional High School District	
Social Studies/Business Accommodations/Modifications	
Category	Special Education Accommodations/Modifications (I.E.P. Specific)
Physical Arrangement of Room	Allow for preferential seating
	Seat student near the teacher/presentation
	Seat student near the door
	Seat student near high performing student for informal partner pairs
	Seat student near positive role model
	Seat student away from disruptive/distracting student(s)
	Set a designated study space in the room
Instructional Activities	Provide guided notes and/or copies of notes
	Provide students with summaries if applicable
	Repeat and clarify directions if needed to ensure comprehension.
	Allow students to choose partners or work independently, when needed

	Provide extended time for curricular assignments as needed or specified in the IEP. Offer after-school or common time support.
Independent Practice & Assignments	Allow extra time to complete tasks without penalty
	Reduce reading/math/writing level of assignments
	Require fewer correct responses to achieve grade
	Allow computer printed/electronic assignments
	Simplify complex written directions
	Do not penalize for handwriting/spelling
	Allow flexible grading on scoring rubric
Assessments	Include word banks if helpful.
	Bold, highlight, or underline instructions.
	Reduce wording and/or organize directions (into checklists, e.g.) to simplify or make expectations more manageable.
	Reduce quantity of sections on an assessment
	Shorten wording of questions.
	Allow use of notes or formula pages on assessments.

Revise wording or vocabulary choice to enhance comprehension.

Reduce length of written assignments if needed.

Reduce number of calculation questions required.

Reduce the number of questions on an assessment, answer choices in a multiple-choice test, or parts of a writing assignment.

Grade projects based on content, not creativity. Or Creativity rather than content ... depending on the assignment.

Make assessments visually appealing by reducing clutter and providing cues: for example, increase spacing, revise font, add or reduce lines, include boxes for responses, reduce the number of questions per page, highlight, bold or underline key words.

Allow for extra time when needed. Offer options for completion during common time or after school.

Offer re-test or re-do for assignments or assessments where effort was made but comprehension and skills need more time or opportunity to develop.

Allow open book/notes for exams

Give frequent short quizzes instead of lengthy exams

Give exams/test items orally

Give students their own copy of assessments that they can write on

Allow extra time for assessments (specific to I.E.P.)

Allow flexible schedule of assessment

Allow flexible setting for assessment

	Allow student to asses on paper, if regularly schedule for computer-based testing
Organizational Skills	Provide a table of contents for notebook/binder; conduct a weekly clean-up
	Help the student create "to do" lists
	Provide opportunity for student to organize homework binder
	Set a designated study time during class/stick to a routine
	Assist student with maintaining a master calendar in the agenda book
Behavioral	Use self-monitoring/self advocacy strategies
	Allow legitimate movement-in/out of room/short breaks
	Implement periodic/weekly behavior communication tools

Pascack Valley Regional High School District	
Social Studies/Business Accommodations/Modifications	
Category	504 Plan Accommodations/Modifications (504 Specific)
Physical Arrangement of Room	Allow for preferential seating
	Seat student near the teacher/presentation
	Seat student near high performing student for informal partner pairs
Instructional Activities	Provide guided notes and/or copies of notes
	Provide student with summaries, if applicable
Independent Practice & Assignments	Provide extended time for curricular assignments as needed or specified in the 504 Plan. Offer after- school or common time support.
	Reduce homework/classwork, when appropriate

Assessments	Allow use of notes or formula pages on assessments.
	Allow for extra time when needed or specified in the 504 Plan. Offer options for completion during common time or after school.
	Offer re-test or re-do for assignments or assessments where effort was made but comprehension and skills need more time or opportunity to develop.
	Allow flexible schedule of assessment
	Allow flexible setting for assessment
Organizational Skills	Provide a table of contents for notebook/binder
	Help the student create "to do" lists
	Provide opportunity for student to organize homework binder
	Set a designated study time during class/stick to a routine
	Assist student with maintaining a master calendar in the agenda book
Behavioral	Use self-monitoring/self advocacy strategies
	Allow legitimate movement-in/out of room break, if needed
	Implement periodic/weekly behavior communication tools

Pascack Valley Regional High School District	
Social Studies/Business Accommodations/Modifications	
Category	At Risk Accommodations/Modifications
Instructional Activities	Provide a variety of concrete examples from familiar contexts
	Build background knowledge of content and vocabulary from familiar contexts prior to readings
	Use mental models to building understanding through familiar contexts

	Provide oral & written instructions
	Incorporate multimedia/audio visual representation (YouTube, Discovery Education, TV Show parodies, etc.) to build understanding.
	Use graphic organizers to guide notes, brainstorming, pre-writing, project planning, and test preparation
	Model through processes during assignments and elicit student-generated thoughts to determine gaps in understanding
	Highlight, bold, or underline main ideas in readings and in directions for writing assignments in the curricular areas
	Provide guiding questions to complete during the activity.
	Provide chunking of instructional notes and activities to allow for formative assessment (checks for understanding) before moving on to the next stage.
	Choose cooperative learning groups to ensure effective work, maximize productivity and support socialization.
	Use multiple intelligences or the student's learning style to facilitate effective learning when a student is having difficulty grasping concepts
	Provide demonstrations, utilize pictures, or graphic to assist visual learners to support written text information
	Include oral discussions, oral presentations, group collaboration, or other oral delivery methods to support auditory learners
	Utilize hands-on activities, movement or rhythmic experiences to engage tactile/kinesthetic learners.
Independent Practice & Assignments	Provide chunking of assignments into manageable steps, including checklists that clarify directions

	for assignments.
	Provide a clear, concise version of a scoring rubric prior to the assignment or assessment.
	Highlight distinctive features/key concepts
	Provide choice of projects depending on the student's interests or strengths.
	Provide peer assistance/study groups
Assessments	Provide study guides and support outside of class time to review before assessments (common time or after school)
	Provide extra time for review prior to an assessment
	Review, repeat, and clarify directions
	Include word banks if helpful
	Chunk sections of assessment
	Shorten wording of questions
	Allow use of notes or formula pages on assessments
	Revise wording or vocabulary choice to enhance comprehension
	Reduce length of written assignments if needed.
	Reduce number of calculation questions required.

	Reduce the number of questions on an assessment, answer choices in a multiple-choice test, or parts of a writing assignment.
	Grade projects based on content, not creativity. Or Creativity rather than content ... depending on the assignment.
	Allow for partial credit, when appropriate
	Provide choices of questions or choices of projects depending on the student's strengths
	Allow for alternative assessments to show comprehension of the content such as a project or other means
	Allow use of familiar contexts to demonstrate understanding of key concepts when use of text evidence is not necessary.
	Allow for extra time, when needed. Offer options for completion during common time or after school
	Offer retest or re-do for assignments or assessments where effort was made but comprehension and skills need more time or opportunity to develop.
Organizational Skills	Provide general assistance with organizational skills
	Utilize homework assignment notebook/planner/agenda
	Provide written intermediate timelines for long assignments
	Have student monitor grade average
Behavioral	Keep rules simple and clear

	Implement a behavior management system
--	--

Pascack Valley Regional High School District	
Social Studies/Business Accommodations/Modifications	
Category	Multilingual Learners Accommodations/Modifications
Instructional Activities Instructional Activities	Provide a variety of concrete examples from familiar contexts
	Build background knowledge of content and vocabulary from familiar contexts prior to readings
	Provide oral & written instructions
	Incorporate multimedia/audio visual representation (YouTube, Discovery Education, TV Show parodies, etc.) to build understanding in native language.
	Use graphic organizers to guide notes, brainstorming, pre-writing, project planning, and test preparation
	Highlight, bold, or underline main ideas in readings and in directions for writing assignments in the curricular areas
	Provide guiding questions to complete during the activity.
	Provide chunking of instructional notes and activities to allow for formative assessment (checks for understanding) before moving on to the next stage.
	Choose cooperative learning groups to ensure effective work, maximize productivity and support socialization- Language teams
	Provide demonstrations, utilize pictures, or graphic to assist visual learners to support written text

	information
	Include oral discussions, oral presentations, group collaboration, or other oral delivery methods to support auditory learners - Conversely apply visual representations to ensure understandings
Independent Practice & Assignments	Provide chunking of assignments into manageable steps, including checklists that clarify directions for assignments.
	Provide a clear, concise version of a scoring rubric prior to the assignment or assessment.
	Highlight distinctive features/key concepts
	Provide choice of projects depending on the student's interests or strengths.
	Provide peer assistance/study groups/ ML support
Assessments	Provide extra time for review prior to an assessment
	Review, repeat, and clarify directions
	Include word banks if helpful
	Chunk sections of assessment
	Shorten wording of questions
	Allow use of notes or formula pages on assessments in native language
	Revise wording or vocabulary choice to enhance comprehension

	Reduce length of written assignments if needed.
	Reduce the number of questions on an assessment, answer choices in a multiple-choice test, or parts of a writing assignment.
	Grade projects based on content, not creativity. Or Creativity rather than content ... depending on the assignment.
	Allow for partial credit, when appropriate
	Allow for alternative assessments to show comprehension of the content such as a project or other means
	Allow use of familiar contexts to demonstrate understanding of key concepts when use of text evidence is not necessary.
	Allow for extra time, when needed. Offer options for completion during common time or after school
	Offer retest or re-do for assignments or assessments where effort was made but comprehension and skills need more time or opportunity to develop.
Organizational Skills	Provide general assistance with organizational skills
	Utilize homework assignment notebook/planner/agenda
	Provide written intermediate timelines for long assignments
	Have student monitor grade average
Behavioral	Keep rules simple and clear

Pascack Valley Regional High School District	
Social Studies/Business Accommodations/Modifications	
Category	Gifted and Talented Accommodations/Modifications
Instructional Activities	Provide supplementary or lengthier readings
	Provide enrichment activities
Independent Practice & Assignments	Use inquiry-based practices and allow student opportunities to conduct additional research
	Provide supplementary or lengthier readings with higher-level questions
	Provide assignment choices that require more detail and deeper understanding
Assessments	Provide additional questions that prompt extensions of understanding
	Require research for projects; in a specified format
	Provide assessment choices that require more detail and deeper understanding

APPENDIX F - CAREER CONNECTIONS

Career Information - Business

A business degree is a great way to develop many of the transferable skills needed for working in a business environment. There are a number of business degrees which you can undertake, one of the most common of which is an undergraduate business studies degree. Often a business studies degree will cover subjects such as accounting, finance, management and, increasingly, entrepreneurship. This wide range of subjects reflects the multidisciplinary nature of business, and the importance of understanding all the key elements needed to make a business successful.

If you're looking for a degree which specializes more in a particular aspect of the business world (e.g. economics or marketing), consider taking a dedicated program in that area, or a joint honors degree (e.g. Business & Economics). The advantage of a joint degree is that you acquire general business skills along with more specialized ones, leaving you well placed when it comes to applying for graduate jobs.

Corporate business careers are available in pretty much every sector you can think of; all industries need strong leaders, managers, financial advisors and market-savvy decision-makers. For many business graduates, however, the traditional pathways still hold a strong appeal – including careers in the banking and financial sectors, consultancy, human resources and marketing roles.

If a straightforward corporate career is failing to get you excited, then a business program can also give you the skills to create your own business, or to take on business and management roles within more creative industries, be that fashion, media, or even the charity sector.

The good thing about a business studies qualification is that it can lead to many entry-level roles upon graduation, while still allowing those who wish to specialize further the chance to improve their return on investment with a graduate degree. Examples of postgraduate programs include Masters in Management, Masters in Finance and (for those who've gained some professional experience) the Masters in Business Administration (MBA).

Typical careers with a business degree

Don't assume that studying business is a one-way route into business leadership and management roles – while this is a common path, business careers span multiple industries. Good business and management skills are key elements of any profitable company, and therefore effective leaders, strategic thinkers and financial experts are all in great demand. Big or small, global or local, companies all over the world are looking for business graduates like you.

Business careers in accounting and finance

Generalized business studies degrees will usually cover aspects of accountancy and finance, however, if you wish to pursue a career in accounting or finance, you'll usually need to gain further qualifications. A good option for business graduates is to apply for a graduate role and complete a specialized qualification while you work. In many larger companies, the course costs will be covered by the employer.

If you decide to go into accounting or finance, your job may involve reviewing your company's financial situation both past and present; advising clients and colleagues on tax and expenditure; managing records and business transactions; playing a role in mergers and acquisitions; and taking responsibility for preventing bad practice as well as fraud and negligence.

Business careers in management

Becoming a manager is a tough job, with long hours and heavy responsibilities. The upside is that managerial roles are known for being higher-paid, as well as boasting many opportunities for career progression or even a career U-turn. Managers can be found across all industries and fields, and their job is to provide structure and strategy to a workplace.

Because of the responsibility of such positions, it's unlikely you'll find a managerial role without first gaining a further degree or a number of years of mid-level work experience. Despite this, business graduates are well-placed to become managers later on in life, and with determination and steady career progression an additional degree may not be necessary.

Business careers in consultancy

Another option which may appeal is the field of business consultancy. This means working as part of a team, combining your business expertise and analytical skills in order to provide advice to other companies, usually focusing on how to optimize a specific project or part of the business. Projects and clients may vary widely, ensuring plenty of fresh challenges to get to grips with. Or you may specialize in a particular type of business, combining your business knowledge with a second field of interest, such as engineering or logistics.

Business careers in retail and sales

There's much more to retail and sales than shelf-stacking and cold-calling, especially if you're armed with a business degree. Opportunities within sales and retail are numerous, including shop-based and office-based roles, as well as traveling positions for which a good knowledge of global markets is a must.

For those looking to rise to the higher levels of retail and sales careers, large companies often offer the chance to undertake a graduate training program or trainee management program, in order to fast-track your position within the company. This can be highly valuable in gaining on-the-job experience, while continuing to develop your business and management skills in a commercial world.

Other common graduate careers with a business degree include roles within auditing, banking, communications, distribution, energy and utilities, hospitality and leisure, IT, insurance, journalism, law, logistics, manufacturing, media administration, production management, public relations, the public sector and defense, risk management and tax.

Less typical careers with a business degree

What can you do with a business degree *without* following the typical routes? Well, you can do a lot. Roles requiring business acumen and analytical thinking are innumerable, and your choice of which industry to head into is likely to be based on personal interests. It's a cliché, but true – if you work for a company, product or service you truly believe in, you're likely to be more motivated and effective in your role and progress more rapidly.

Business careers in media

Although business studies degrees may not seem like the most creative of pathways, they can in fact lead to many roles within creative industries. Media is one such widespread industry, an umbrella term covering TV, film, online, newspaper and magazine publishing, events and more. While you're unlikely to be directly involved in creative tasks such as writing, video editing or animation production, you'll need a solid understanding of the media sector within which you're working. Business careers in media include roles in sales, human resources, PR, finance and accounting, operations, marketing and branding, as well as overall management and strategic direction.

Business careers in marketing and advertising

Opportunities in marketing and advertising are numerous for business graduates, particularly for those with a bit of creative flair. In these industries, business graduates can use the analysis and report-writing skills honed during their degree in order to conduct market research, develop marketing strategies, manage client relationships, liaise with copywriters, designers and printers, analyze markets and evaluate campaign results. You're likely to be working alongside specialists such as designers, video producers and copywriters, and will need to continually broaden your own skillset to keep pace with changes in technology and market trends.

Business careers in human resources

Business doesn't have to be a dog-eat-dog world, and careers within human resources offer roles which require both business acumen and highly honed interpersonal skills. Recruitment, training and pay are all areas handled by the HR department. Great communication skills are essential, but you'll also be expected to have a good basic understanding of business operations and management as well as detailed and up-to-date knowledge of employment laws and company regulations.