

South Brunswick School District



Personal Financial Management Parent Guide

District Mission

The South Brunswick School District will prepare students to be lifelong learners, critical thinkers, effective communicators and wise decision makers. This will be accomplished through the use of the New Jersey Core Curriculum Content Standards (NJCCCS) and/or the Common Core State Standards (CCSS) at all grade levels. The schools will maintain an environment that promotes intellectual challenge, creativity, social and emotional growth and the healthy physical development of each student.

~Adopted 8.22.11



Curriculum Aligned to NJ Core Curriculum Content Standards (NJCCCS) Board Approval of Personal Financial Management Curriculum August 2016

This curriculum is approved for all regular education programs as specified and for adoption or adaptation by all programs including those for Special Education, English Language Learners, At-Risk Students and Gifted and Talented Students in accordance with Board of Education Policy.

Note to Parents

The curriculum guide you are about to enter is just that, a guide. Teachers use this document to steer their instruction and to ensure continuity between classes and across levels. It provides guidance to the teachers on what students need to know and able to do with regard to the learning of a particular content area.

The curriculum is intentionally written with some “spaces” in it so that teachers can add their own ideas and activities so that the world language classroom is personalized to the students.

How to Read the Curriculum Document

Curriculum	Area of content (e.g. Science)
Topic	Course or Unit of Study (e.g. Biology)
Grade Level	Grade Level Cluster (e.g. High School) or specific grade level (e.g. Kindergarten)
Summary	A brief overview of the course or unit of study.
Rationale	A statement as to why we are teaching this course or unit.
Interdisciplinary Connections	Which other areas of content to which there is major linkage. For example, a health education unit might link to science, language arts, social studies, art, physical education, etc.
21st Century Connections	How this course or unit is preparing students to be college and career ready. Referred to as S.A.L.T., each course or unit indicates which of the following it is building: <ul style="list-style-type: none"> ● Skills such as critical or creative thinking, collaboration, communication, or core values ● Awareness such as global, cross-cultural or career. ● Literacy such as information, media, technology, etc. ● Traits necessary for success in life and careers such as productivity.
Terminology	Key vocabulary and terms
Standards	Here you will find the standards that this course or unit of study is addressing. Our curriculum is standards-based. The standards are the foundation of the unit. You can get more information on state standards by going to the NJ Department of Education at www.state.nj.us/education/cccs
Enduring Understandings	The big ideas, concepts or life lessons that students walk away with at the end of a unit of study.
Essential Questions	Open ended questions that are considered throughout the unit of study. These are big, “worthy of wonder” questions often with multiple responses.
Objectives	The discrete skills and knowledge that students will gain during the unit of study.
Assessments	Assessments (tests, quizzes, projects, activities) that tell us if the students grasped the enduring understandings of the unit.
Lesson Plans & Pacing	Scope and sequence of lessons: how many, how long & approximately in what order.
Resources	Major resources associated with the course or unit.

Acknowledgments

We are appreciative of the leadership provided by our curriculum teacher/specialists as well as the talent, work and effort of the teachers who served on our curriculum writing teams. In many cases, our units are “home-grown.” While aligning with state and

national standards, they are designed with the needs of the South Brunswick student population in mind.



If you would be wealthy, think of saving as well as getting.

Benjamin Franklin (1706 - 1790)

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Curriculum

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NOTE:

There are 4 levels of this course: Academic, B-Level, Regular and Honors.

PREAMBLE

Statement of Philosophy

This course is designed to inform students how personal finance directly correlates to their future success. Students will be exposed to the following topics: income and careers; money management; credit and debt management; planning, saving, and investing; becoming a critical consumer; and risk management and insurance.

Goals

This course will empower students to make informed financial decisions and recognize outcomes that promote financial independence. Among the student outcomes of this course are the following:

- Set and prioritize financial goals.
- Develop spending plans.
- Obtain financial security.
- Distinguish between wealth and income.
- Calculate the time value of money.

Program Delivery

This course is a graduation requirement.

It is a one-semester course (2.5 credits) that is taken during 11th grade when it is felt that students are developmentally prepared and financially involved to the point that they can engage in learning about managing personal finances both now and in the future. The course is “housed” in the Business Department but may be taught by mathematics, social studies, family consumer science, or business education teachers.

This course is tiered into four levels:

- Personal Financial Management
- Academic Personal Financial Management
- Honors Personal Financial Management
- Personal Financial Management B (small group setting)

Articulation

Teachers across departments work together to develop and revise curriculum. During the school year they meet regularly as “professional learning communities” to reflect and discuss the rigor and relevance of program delivery in order to provide for the success and consistency of instruction.

NJ Core Curriculum Content Standards

- 6.3 (Social Studies; Active Citizenship in the 21st Century)
- 8.1 (Technology, Educational Technology)
- 9.1 (21st-Century Life and Careers, 21st-Century Life & Career Skills)
- 9.2 (21st-Century life and Careers, Personal Financial Literacy)
- 9.3 (21st-Century Life and Careers, Career Awareness, Exploration & Preparation)

The Cumulative Progress Indicators (CPIs) referenced in this curriculum guide refer to the New Jersey Core Curriculum Content Standards (NJCCCS) and to the Common Core State Standards (CCCS). A complete copy of the NJ Core Curriculum Content Standards may be found at: www.state.nj.us/education/cccs. A complete copy of the Common Core State Standards may be found at: [Common Core State Standards Initiative \(CCSSI\)](http://www.commoncore.org).

Assessment

We will use multiple assesment strategies in order to accomodate the multiple intelligences of our diverse population of students. Assessments range from case studies, hands-on group projects, simulation activities, Internet-based research projects and presentations to objective quizzes and tests.

CURRICULUM

Content: 21st Century Life and Careers, Finance, Social Studies, Mathematics, Educational Technology

Course Title: Personal Financial Management

Mission:

The mission of this course is to empower students to make informed financial decisions and recognize outcomes that promote financial independence.

Course Descriptions:

Personal Financial Management Course Description or Content Overview:

This course is designed to inform students how personal finance directly correlates to their future success. Students will be exposed to the following topics: income and careers; money management; credit and debt management; planning, saving, and investing; becoming a critical consumer; and risk management and insurance. Students will learn how to set and prioritize financial goals, develop spending plans, obtain financial security, distinguish between wealth and income, and calculate the time value of money. This course will empower students to make informed financial decisions and recognize outcomes that promote financial independence. Students selecting this Personal Financial Management level should expect to progress at a more deliberate pace than either Academic or Honors classes. This course level is intended for students who need to continue to strengthen their reading, writing, and research skills.

Academic Personal Financial Management Course Description or Content Overview:

Academic Personal Financial Management is the college preparatory level of this course. It is designed for those students who have demonstrated the ability to read independently, think critically and successfully complete research projects. This course is designed to inform students how personal finance directly correlates to their future success. Students will be exposed to the following topics: income and careers; money management; credit and debt management; planning, saving, and investing; becoming a critical consumer; and risk management and insurance. Students will learn how to set and prioritize financial goals, develop spending plans, obtain financial security, distinguish between wealth and income, and calculate the time value of money. This course will empower students to make informed financial decisions and recognize outcomes that promote financial independence.

Honors Personal Financial Management Course Description or Content Overview:

Honors Personal Financial Management is designed for those students who are highly motivated, independent learners and who have demonstrated superior skills in reading comprehension, writing and research. This course is designed to inform students how personal finance directly correlates to their future success. Students will be exposed to the following topics: income and careers; money management; credit and debt management; planning, saving, and investing; becoming a critical consumer; and risk management and insurance. Students will learn how to set and prioritize financial goals, develop spending

plans, obtain financial security, distinguish between wealth and income, and calculate the time value of money. This course will empower students to make informed financial decisions and recognize outcomes that promote financial independence. Students selecting Honors Personal Financial Management should have previous Honors course success and demonstrated advanced abilities with the motivation to pursue rigorous studies.

Personal Financial Management B* Course Description or Content Overview: This course is designed to inform students how personal finance directly correlates to their future success. Students will be exposed to the following topics: income and careers; money management; credit and debt management; planning, saving, and investing; becoming a critical consumer; and risk management and insurance. Students will learn how to set and prioritize financial goals, develop spending plans, obtain financial security, and distinguish between wealth and income. This course will empower students to make informed financial decisions and recognize outcomes that promote financial independence. Students enrolled in Personal Financial Management B* benefit from a small group instructional setting. The course follows the mainstream curriculum at a modified and individualized pace with instruction adapted to the students' learning needs.

Standards:

- 6.3 (Social Studies; Active Citizenship in the 21st Century): All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
- 8.1 (Technology, Educational Technology): All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
- 9.1 (21st-Century Life and Careers, 21st-Century Life & Career Skills): All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
- 9.2 (21st-Century life and Careers, Personal Financial Literacy) 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.
- 9.3 (21st-Century Life and Careers, Career Awareness, Exploration & Preparation): All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

Common Core State Standards Initiative (CCSSI)

- **English Language Arts Standards**, Writing.
- **English Language Arts Standards**, Speaking & Listening.
- **English Language Arts Standards**, Language.
- **Mathematics**, High School: Number & Quantity, Quantities

Enduring Understandings (big ideas, life lessons, concepts):

- Educational achievement, career choice, and entrepreneurial skills all play a role in achieving a desired lifestyle.

- Income often comes from different sources, including alternative sources, and affects spending decisions and lifestyle.
- Taxes and the cost of employee benefits can affect the amount of disposable income.
- Money management involves setting financial goals.
- Money management requires understanding of cash flow systems and business practices as well as developing and maintaining personal spending plans to achieve established financial goals.
- Credit management includes making informed choices about sources of credit and requires an understanding of the cost of credit.
- Credit worthiness is dependent on making informed credit decisions and managing debt responsibly.
- Information about investment options and the application of basic economic concepts assists with financial planning and leads to wiser decisions for individual, family, and business financial planning.
- A critical consumer must be able to prioritize wants and needs and assess the risk of their spending practices.
- Gathering information about products, services, and other consumer rights is the responsibility of the consumer.
- There are common financial risks and ways to manage risks.
- Insurance is designed to protect the consumer against unintended losses.

Essential Questions (open ended questions that are worthy of wonder; connected to EU):

- What is the relationship between education, income, and a desired lifestyle?
- How do the economic, social, and political climates as well as personal skills play a role in the level of individual financial risk and impact spending and other financial decisions?
- What constitutes a wise financial decision, and how do individuals make educated choices about spending?
- What are the elements or criteria for a solid financial plan?
- What do individuals need to know in order to make informed decisions about incurring debt?
- What does it mean to be “credit worthy,” and how can it affect individuals?
- Why is it important to understand the value, features, and planning process associated with saving and investing?
- How does someone choose the best investment and/or savings options to achieve financial security?
- What are the consumer resources available to help make sound decisions?
- How do ethics and legal issues play a part in financial planning?
- What are the risks vs. benefits relating to various financial situations?
- How can someone determine his or her individual and family needs for financial protection?

Knowledge and Skills

Knowledge: Students will know...

- The economy can affect prices, income, career choices, and decisions.
- Sources of earned income include wages, salaries, tips, commissions, and self-employment.
- Disposable income refers to the money a person has available to spend or save after taxes have been paid.

- A person's education and the decisions they make can affect the income they will earn for the rest of their life.
- Whether a U.S. citizen or resident must file a federal income tax return depends upon gross income, filing status, age, and whether the individual is a dependent.
- There are costs and benefits of paying taxes.
- There is a connection between inflation and employment. Higher inflation usually means that more people are employed.
- Inflation affects spending, saving, and investing decisions.
- A personal income and expense statement lists income, expenses, and net income. A personal balance sheet lists assets, liabilities, and net worth.
- Budgeting is a critical part of managing money and financial resources.
- Using a budget allows you to compare your financial resources with your financial needs.
- Financial goals help make achieving personal goals possible.
- Five steps in financial planning are gathering information, analyzing information, setting goals, setting steps with a timeline, and implementing and evaluating the plan.
- The Federal Reserve System (The Fed) is the central bank of the United States; it controls the money supply in the United States and sets interest rates.
- Risks have potential consequences that may be serious and may involve personal or financial loss.
- Risk assessment is the process of identifying risks, their probability, their seriousness, and how to handle them.
- Risk strategies include reducing risk, avoiding risk, transferring risk, and assuming risk.
- Insurance provides protection against income and property loss or damage.
- Having high deductibles on policies and taking actions to reduce risks can help lower costs for all types of insurance.
- An umbrella policy protects you after your homeowner's or car insurance has paid the maximum amount.
- Following a buying plan helps you identify your wants and needs and the items or services that can fill those wants and needs, enabling individuals to make better buying choices.
- Credit is the ability to borrow money with the agreement to pay it back later, usually with interest.
- Using credit has many advantages, such as convenience and increased spending power.
- The three basic methods used to compute interest on revolving credit accounts are the adjusted balance method, the previous balance method, and the average daily balance method.
- Borrowers are charged penalties and fees for violating any term of the credit agreement, such as for making a late payment or spending over the credit limit.
- A personal loan is granted based on your creditworthiness.
- It is very important to establish credit when you do not need it so that it will be available to you when you do.
- Errors or false charges in your credit accounts or credit report can be corrected and should be disputed in writing.
- Credit delinquencies can have serious outcomes.
- Credit counseling, debt management, and debt consolidation are ways of avoiding bankruptcy.
- Every year, millions of American consumers lose money in scams related to credit or identity theft.

- The purpose of saving is to accumulate money for future use with an emphasis on safety of the money.
- The purpose of investing is to use money to make more money; the emphasis is on growth with acceptable risk.
- Return on investment (ROI) is a measurement of return given as a percentage, and it allows individuals to compare investment choices.
- Risk and return are related: the more risk you are willing to accept, the higher the return you may be able to earn.
- Investors should consider risk, return, and liquidity when making savings and investing choices.
- Investors should do thorough research before buying stocks, bonds, or other investments.
- Investors can use key figures, such as revenue, net income, and P/E ratios, to compare companies.
- When buying stocks in the primary market, investors buy directly from the issuer. When buying stocks in the secondary market, investors buy from another investor who owns the stock.
- Many independent and governmental agencies regulate and control the investing industry and seek to protect consumers by providing stable markets and fair trading practices.
- The Sarbanes-Oxley Act of 2002 helps protect consumers with new and stronger standards for U.S. public companies and for accounting firms.

Skills: Students will be able to...

- Explain how the job market and career choices affect the money a person may earn over a lifetime.
- List sources of income and the types of taxes and deductions that reduce money available for spending.
- Explain how consumers' buying strategies affect demand and prices in a market economy.
- Explain how buying decisions are affected by internal and external sources.
- Describe recordkeeping methods used in the budgeting process.
- Prepare a personal income and expense statement, personal balance sheet, and personal budget.
- Explain the purpose of a financial plan, and create a personal financial plan.
- Explain how basic needs, other needs, and wants differ.
- Apply a decision-making process to personal financial choices.
- List banking services and fees.
- Explain the purpose and use of a checking account.
- Prepare a check, deposit slip, checkbook register and bank reconciliation.
- Compute interest on savings at a fixed interest rate.
- List savings options and their advantages.
- Describe the role of the Federal Reserve System.
- Define monetary policy and discuss goals of U.S. monetary policy.
- Explain how the Federal Reserve System controls the banking industry.
- Discuss the types of risk and risk management strategies.
- Explain the need for insurance and the types of plans and coverage available.
- Explain why comparison shopping leads to better buying decisions.
- List the sources and benefits of using credit.
- Compare forms and methods of payment for credit.

- Complete a sample credit application.
- List costs associated with using credit.
- Explain how to avoid and resolve credit costs and problems.
- Use three different methods for computing finance charges.
- Describe penalties and fees imposed by credit card companies.
- List the terms typically included in a credit offer, and compare credit card offers.
- List tips for using credit wisely.
- Identify and discuss important credit reporting laws.
- Describe manual and electronic options for making payments, and explain the advantages and disadvantages of these options.
- Discuss prepayment penalties and why a loan might be repaid early.
- Describe types of consumer loans.
- Describe rent-to-own agreements and give their advantages and disadvantages.
- Discuss why you should consider the state of the economy when planning credit purchases.
- Explain how to dispute an error on a credit statement.
- List ways to prevent credit card fraud.
- Explain how government consumer protection services help consumers.
- List strategies to help avoid bankruptcy.
- Explain the purpose of a credit report and credit score.
- List credit scams and ways to protect against them.
- Explain principles of saving and investing and reasons for engaging in these activities.
- Describe investment strategies and options and how they relate to risk and return.
- Explain how to buy and sell securities.
- Explain the difference between a bull market and a bear market.
- Explain how corporate bonds are different from government bonds.
- Describe several high-risk investment options.
- Describe the types of financial information found in magazines, newspapers, and newsletters and the type of data found in company reports.
- List figures that can be used to compare the performance or value of companies.
- Explain the difference between the primary market and the secondary market for securities.
- Compare a full-service stockbroker to a discount broker and an online broker.
- Discuss types of stock market orders.
- Describe the independent agencies that regulate and supervise the securities industry.
- Describe the role of government regulatory agencies in the investment industry.
- Explain the purpose of the Sarbanes-Oxley Act.

Terminology:

Adjustable rate mortgage
 Adjusted balance method
 Amortization
 Annual report
 Annuity
 Asset allocation
 Assets
 Auction market

Automatic deposit
Automatic payments
Automatic withdrawal
Automobile insurance
Average daily balance method
Balloon payment
Bankruptcy
Bear market
Beneficiary
Benefits
Blog
Bond
Bounced check
Budget
Bull market
Business plan
Buy and hold
Buying on margin
Cashier's check
Certificate of deposit
Certified check
Chapter 13 Wage Earner Plan
Chapter 7 Liquidation
Checkbook register
Clearing account
Closing costs
Collateral
Collectibles
Commission
Commodity
Common stock
Compound interest
Consequences
Contingencies
Co-pay
Cosigner
Cost-push inflation
Credit
Credit card fraud
Credit report
Debit card
Debt consolidation
Deductible
Deflation
Delinquency
Demand-pull inflation
Direct investing
Disability insurance
Discharge

Discount
Discount broker
Discount rate
Discretionary income
Discretionary order
Disinflation
Disposable income
Diversification
Dividend
Documentation
Dollar-cost averaging
Economy
Emergency fund
Empowerment
Endorsement
Entrepreneur
Equal Credit Opportunity Act
Equity loan
Ethics
Excise tax
Exemption
Face value
Fair Credit Billing Act
Fair Credit Reporting Act
Fair Debt Collection Practices Act
Federal funds rate
Financial aid
Financial decisions
Financial goals
Financial independence
Financial plan
Financial planner
Financial resources
Financial security
Fixed expenses
Fixed rate
Foreclosure
Futures contract
Garnishment
Global awareness
Grace period
Group life insurance
Health insurance
Homeowner's policy
Hyperinflation
Identify theft
Illiquid
Impulse buying
Indirect investing

Industry risk
Inflation
Inflation risk
Initial public offering (IPO)
Installment credit
Installment loan
Investment portfolio
Investment risk
Liability
Life insurance
Limit order
Line of credit
Liquidity
Loss
Market
Market order
Market-based pricing
Minimum wage
Monetary policy
Money market account
Mortgage
Mutual fund
Net worth
Odd lot
Online banking
Opportunity cost
Oversight
Over-the-counter market
Over-the-limit fee
Penalty
Permanent life insurance
Personal goals
Personal loans
Phishing
Political risk
Portable insurance
Postdated check
Preferred stock
Premium
Prepayment penalty
Previous balance method
Primary market
Prime rate
Principal
Probability
Profit
Real-cost inflation
Rebate
Recourse

Renter's insurance
Repossession
Revolving credit
Risk
Rollover
Round lot
Rule of 72
Scam
Scholarship
Secondary market
Secured loan
Securities exchange
Self-insure
Selling short
Service credit
Spending limit
Spending plans
Stock dividend
Stock risk
Stock split
Stockbroker
Stocks
Stop order
Stop payment
Stop-loss provision
Tax
Tax shelter
Tax-deferred
Term life insurance
Time value of money
Tip
Trade-off
Transfer payments
Truth-in-Lending Act
U.S. savings bond
Umbrella policy
Unearned income
Value-based pricing
Variable expenses
Variable rate
Variances
Vested
Wants
Wealth vs. income – balance
Wire transfer

Assessments (how students will show what they know)

Formative (interim)

- Do Now
- Application Exercises and Class work
- Projects and/or Simulations
- Presentations
- Chapter Quizzes
- Unit Tests

Summative (final)

- Final Exam

21st Century Connections:

Standard 8.1 Technology (Education Technology)

- Use various software programs including Microsoft Word, PowerPoint, and Excel.
- Prepare and deliver presentations using the LCD projector.
- Use search engines, websites, and computer applications to gather and organize information and to solve problems.

Standard 9.1 The 21st Century Life & Career Skills

Standard 9.2 Personal Financial Literacy

Standard 9.3 Career Awareness, Exploration, Preparation

Standard 9.4 Career Cluster Specific

- Develop the necessary computer and technology skills to succeed in postsecondary education and careers.
- Develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace.
- Demonstrate critical life skills in order to be functional members of society.

Character Education (Core Values):

South Brunswick High School's core values of honesty, respect, responsibility, kindness, and service are addressed and stressed throughout the course. Units focusing on setting goals, money management, and becoming a critical consumer will provide engaging and authentic opportunities for students to develop and exhibit character strength. Students will have the opportunity to:

- Identify moral and ethical issues that arise at home, in school, and in the workplace when dealing with finances.
- Recognize the importance of sound decision making, personal goals, ethics, and social responsibility.
- Gain an appreciation of individuality, integrity, responsibility, and cooperation, and accept individual differences.

Cross Curricular / Interdisciplinary:

- Language Arts Literacy through speaking, writing, listening, media literacy, and the translation and explanation of data.
- Mathematics through the application of fundamental processes.
- Social Studies through problem solving, civics, reading and interpreting data and information as well as economic applications.

Course Resources:

Technologies:

- Personal computers with Internet access, a web browser, and word processing, spreadsheet, and presentation software (for student and teacher use)
- Presentation resources (software and web-based)
- Black & white printer
- Color printer
- SmartBoard
- LCD Projector
- DVD Player (or capabilities to play from computer workstation connected to LCD projector)
- Calculators
- Finance and career-related videos/DVDs

The course relies heavily on the internet as supplemental resources. The list below is a sampling of web sites to be used throughout the course.

- AFSA Education Foundation's Financial Literacy course web site: www.moneyskill.org
- National Endowment for Financial Education (NEFE) High School Financial Planning Program web site: hsfpp.nefe.org
- Jump\$tart Coalition for Personal Financial Literacy web site: www.jumpstart.org
- Search engines such as Google.com, Ask.com, Yahoo.com
- Yahoo! Finance web site: finance.yahoo.com
- News and information web sites such as: msn.com, Businessweek.com, Forbes.com, msnbc.com, cnn.com

Text:

Ryan, Joan S. *Managing Your Personal Finances, 6th Edition*. South-Western Cengage Learning: Mason, OH, 2012.

ISBN-10: 0-538-44937-3; ISBN-13: 978-0-538-44937-3

Text/eBook Bundle: ISBN-13: 978-0-324-81862-8

Text Web Site: www.cengage.com/school/pfinance/mypf

Other:

Newspapers and periodicals such as: *Wall Street Journal*, *Business Week*, *Forbes*, *Fortune*, *Inc.*, *Money*, etc.

Pacing Chart (Scope & Sequence)

Course-Long Topics and Learning Activities

Direct Instruction, Independent Practice, Hands-on Project Work (including cooperative learning), Do Now, Closure, Guest Speakers, and Video/DVD related to the course subject matter.

First Quarter

Chapters 1, 2, 5-7

Unit 1: Income and Careers

- Choosing Your Career
- Planning Your Career
- Work Laws and Responsibilities
- Pay, Benefits, and Working Conditions
- Federal Income Tax

Chapters 8-10, 20

Unit 2: Money Management

- Budgets and Financial Records
- Checking Accounts and Banking Services
- Saving for the Future
- Personal Decision Making

Chapters 16-19

Unit 3: Credit and Debt Management

- Credit in America
- Credit Records and Laws
- Responsibilities and Costs of Credit
- Problems with Credit

Second Quarter

Chapters 11-15

Unit 4: Planning, Saving, and Investment

- Investing for the Future
- Investing in Stocks
- Investing in Bonds
- Investing in Mutual Funds, Real Estate, and Other Choices
- Retirement and Estate Planning

Chapters 25-27

Unit 5: Risk Management and Insurance

- Introduction to Risk Management
- Property and Liability Insurance
- Health and Life Insurance

Chapters 21-23, 28-29

Unit 6: Becoming a Critical Consumer

- Renting a Residence
- Buying a Home

- Buying and Owning a Vehicle
- Role of Consumers in a Market Economy
- Consumer Protection

AGREEMENTS ON MINIMUM COURSE PROFICIENCIES:

In order to receive credit for this course, students must exhibit proficiency in the topics described above.

GRADING / ASSESSMENTS

Marking period grades will be comprised of work in the following categories:

- 45% Tests/Quizzes
- 45% Class work (includes “Do Now” activities, projects, case studies, participation in discussions/group work, and on-task behavior)
- 10% Homework (includes reading and homework assignments and preparation for class)

Students are expected to complete all assignments, projects, quizzes, and tests each marking period in a timely fashion.

All students are required to complete a final exam. This assessment will be a combination of content-related multiple-choice questions and application questions related to case studies. Students will be provided with multiple case studies from which they will need to select a specific number of cases to respond for credit.

MINIMUM PROFICIENCY

In order to pass Honors Personal Financial Management for the semester with a minimum grade of a "D," a student must have a grade of 65% or higher when the two marking period grades and final exam are averaged together.

Each marking period grade accounts for 40% of the overall course grade, and the final exam accounts for 20% of the overall course grade.

South Brunswick School District



DISTRICT APPENDIX

There are the various strands that cross content.

They have relevance to every curricular area and all grade levels.

The strands are interwoven into content and integrated into instruction.

They do not stand alone.

A synopsis of each strand is included in this document.

**The full SBSB K-12 District Appendix, with detailed information about each strand,
can be found as a separate document.**

Topics

Teaching for the 21st Century

Educational Technology Standards

21st Century Life and Career Education Skills

Character Education

Differentiation

Understanding by Design (UbD): "Reader's Digest" Version

Topic**Teaching for the 21st Century:****What does this mean and how do you do it?**

Students need to gain skills that will enable them to learn on their own, think critically and creatively, and apply knowledge to new situations. An emphasis needs to be placed on problem solving, teamwork skills, global awareness, and proficiency in using technology. Students need to learn to collaborate and work on authentic problems that they will likely encounter in their future careers. This section will outline what this means and how you “teach” for the 21st century: Elementary, Middle and High.

Tools for the 21st Century:**Life, Careers, and Digital Environments**

21st Century Life and Career Education Skills and Educational Technology Skills outline the NJ Core Curriculum Content Standards for these areas that align with PK-12 learning.

These standards are written into the curriculum documents for all areas of content—English Language Arts, Mathematics, Science, Social Studies, PE/Health Education, Visual Art, Music, World Language and Library-Media. They are integrated into curriculum and instruction in places where it is relevant and meaningful to do so, and in ways that enhance learning. You will see these integrations explicitly noted in the curriculum guides: Elementary, Middle and High.

Character Education:**Safe and Caring Learning Communities**

South Brunswick takes an “approach” to character education that fosters the social, emotional and academic growth of each child. The intent is to create a safe and caring community while building life skills based on the five core values (CARES):

- C Cooperation
- A Assertion
- R Responsibility (and Respect)
- E Empathy
- S Self-Control

For over ten years, the K-5 teachers have been trained in and have followed the *Responsive Classroom (RC)* approach.

The middle school teachers have studied and/or been trained in the *Developmental Designs (DD)* approach to character education.

The high school approach has been named “Strive for Five” and includes an annual theme with related activities to bring Character Education to the forefront. There is always a service-learning project connected to the theme. In addition, the high school also follows the *Institute of Excellence and Ethics (IEE)* approach. The IEE approach allows for explicit teaching of Character Education through a series of multimedia lessons that are embedded into the students’ schedules.

Differentiation

Differentiation of instruction is a deliberate and conscious method of planning and teaching that provides multiple avenues of learning. It means different challenges to different students. It is characterized by strategies that use an assessment of each individual student for readiness, interest and learning style to modify instruction in three ways: by content, process and product.

In this document, there is a brief description of several approaches and methods that have long been utilized in South Brunswick to meet the differentiated needs of students within the classroom.

- Bloom’s Taxonomy
- Gardner’s Multiple Intelligences
- Learning Styles
- Inclusion Classrooms
- Kagan Cooperative Learning
- Principles of Differentiation

It is expected that classroom instruction will be differentiated. This expectation is predicated upon the belief or disposition that “all students can learn.”

Understanding by Design

For nearly two decades, the South Brunswick School District has held much value in the Understanding by Design (UbD) or Backward Design model of curriculum writing by Grant Wiggins. This model and the process of curriculum development, has been used in the district for many years. The curriculum template—which was recommended by the State of NJ and adopted/adapted by the District, includes elements of the UbD approach.)

You will note that in every curricular area, we begin with the end in mind (that is, the big idea). Enduring understandings, essential questions and performance assessments—all based on standards- - are used in the process of curriculum development.

With this being said, it is not only important to understand the process of UbD, but also how to implement curriculum designed in such a way.

A brief overview of how to use Understanding by Design in delivering curriculum is included in the Appendix.

