

Consumer Math

Unit Title: Unit 1: Income and Careers

Stage 1: Desired Results

Standards & Indicators:

New Jersey Student Learning Standards

Reasoning with Equations and Inequalities A -REI

A. Understand solving equations as a process of reasoning and explain the reasoning.

1. Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

Interpreting Functions F-IF

B. Interpret functions that arise in applications in terms of the context.

4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship.

5. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes.

Interpreting Categorical and Quantitative Data S-ID

A. Summarize, represent, and interpret data on a single count or measurement variable.

1. Represent data with plots on the real number line (dot plots, histograms, and box plots).

Making Inferences and Justifying Conclusions S-IC

B. Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

6. Evaluate reports based on data.

Mathematical Practices/Interdisciplinary Connections:

Interdisciplinary connections are integrated in each unit with connections to the mathematical practices.

1. Make sense of problems and persevere in solving them
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of structure
8. Look for and express regularity in repeated reasoning

Personal Finance Literacy

9.1.12.A.1 Differentiate among the types of taxes and employee benefits.

9.1.12.A.2 Differentiate between taxable and nontaxable income.

9.1.12.A.3 Analyze the relationship between various careers and personal earning goals.

9.1.12.A.4 Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.

9.1.12.A.6 Summarize the financial risks and benefits of entrepreneurship as a career choice.

9.1.12.A.7 Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.

9.1.12.A.8 Analyze different forms of currency and how currency is used to exchange goods and services.

9.1.12.A.9 Analyze how personal and cultural values impact spending and other financial decisions.

9.1.12.A.10 Demonstrate how exemptions and deductions can reduce taxable income.

Consumer Math

9.1.12.A.11 Explain the relationship between government programs and services and taxation. 9.1.12.A.12 Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.		
Career Readiness, Life Literacies and Key Skills		
Standard	Performance Expectations	Core Ideas
9.1.12.RM.7:	Evaluate individual and family needs for insurance protection using opportunity -cost analysis to determine if the amount of protection is adequate or over -insured.	Different types of insurance have different costs and protections.
<u>Central Idea/Enduring Understanding:</u> <i>Students will understand. . .</i> <ul style="list-style-type: none"> income and payments can come in various forms. government payroll deductions, which benefit society, affect income. insurance can provide a safety net in the event of unexpected circumstances. 		<u>Essential/Guiding Question:</u> <ul style="list-style-type: none"> What are the different ways of being compensated for work? Who benefits the most from government payroll deductions? What are the benefits of insurance?
<u>Content:</u> <ul style="list-style-type: none"> What are the different ways of being compensated for work? Who benefits the most from government payroll deductions? What are the benefits of insurance? 		<u>Skills(Objectives):</u> <ul style="list-style-type: none"> Calculate commission based on sales. Investigate total income of various job classifications. Calculate net pay. Compare and contrast the significance of deductions. Analyze different types of insurance policies. Solve the total annual premium. Explore out of pocket cost. Investigate health and life insurance premiums. Select and support types of life insurance to purchase and how much coverage to get.
<u>Interdisciplinary Connections:</u> Students will be able to apply mathematical concepts to real world situations involving personal finance, jobs/careers, wages, taxes, insurance, recreation, housing, spending, and transportation.		
Stage 2: Assessment Evidence		
<u>Performance Task(s):</u> <u>Understanding Income</u> <ul style="list-style-type: none"> Students will select a job/salary and will compute their gross pay and weekly net pay. Students will construct a visual representation (pie chart, diagram, etc) to calculate and illustrate the percentage of pay for each withholding (taxes, social security, etc) 		<u>Other Evidence:</u> <ul style="list-style-type: none"> Tests and quizzes Exit Slips Fictional Paystubs Questioning Observation Google Forms

Consumer Math

<u>Understanding Insurance</u> <ul style="list-style-type: none">Students will research types of insurance necessary and determine the costs of each type.			
Stage 3: Learning Plan			
<u>Learning Opportunities/Strategies:</u> <u>Investigating Types of Jobs</u> <ul style="list-style-type: none">Using online resources, research job opportunities, types of salaries, and requirements. <u>Understanding Income</u> <ul style="list-style-type: none">Explore pay stub and research each withholding.Analyze Hourly/OT Pay versus Salary Pay.Differentiate between gross and net pay.Compute pay based upon hourly wage.Explore and distinguish between wages, tips, and commission. <u>Exploring Deductions</u> <ul style="list-style-type: none">Calculate and examine payroll deductions.Interpret the benefits of payroll deductions.Analyze the effects of deductions on a paycheck. <u>Understanding Insurance</u> <ul style="list-style-type: none">Investigating types of insurance (health, life, car).Research and weigh the cost of insurance.		<u>Resources:</u> <ul style="list-style-type: none">McGraw Hill Glencoe Mathematics for Business and Personal FinanceAGS Consumer MathMcGraw Hill Connect Ed Personal Financial LiteracyWebsites on Personal Budgeting and financial literacyOnline Financial TemplatesCalculators Online Financial Resources: <ul style="list-style-type: none">http://www.cashcourse.org/indianastateu//articles/articletype/categoryview/categoryid/96 GLSEN Educator Resources Respect Ability: Fighting Stigmas, Advancing Opportunities Respect Ability: Fighting Stigmas, Advancing Opportunities Inclusive Math Class For Educators: Supporting LGBTQIA Youth Resource List	
<u>Differentiation</u> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Review materials (practice assessments) geared towards the NJSLA exam	Review materials (practice assessments) geared towards the NJSLA exam	Study guides A copy of the Cornell notes and extra class materials	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might

Consumer Math

<p>Cornell Notes</p> <p>Study guides</p> <p>Allow the use of technology on assignments</p> <p>Allow for collaboration in small groups for assignments</p>	<p>Cornell Notes</p> <p>Study guides</p> <p>Allow the use of technology on assignments</p> <p>Allow for collaboration in small groups for assignments</p>	<p>Extra time on assignments</p> <p>Allow the use of technology on assignments</p> <p>Allow for extra help through tutoring</p> <p>Shorten assignments if needed</p> <p>Allow for collaboration in small groups for assignments</p>	<p>include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <p>Extended time</p> <p>Provide visual aids</p> <p>Repeated directions</p> <p>Differentiate based on proficiency</p> <p>Provide word banks</p> <p>Allow for translators, dictionaries</p>
---	---	---	--

Unit Title: Unit 2: Money Management

Stage 1: Desired Results

Standards & Indicators:

New Jersey Student Learning Standards-Math

Interpreting Categorical and Quantitative Data S-ID

A. Summarize, represent, and interpret data on a single count or measurement variable

Using Probability to Make Decisions S-MD

A. Calculate expected values and use them to solve problems

B. Use probability to evaluate outcomes of decisions

Integration of Climate Change

- S.ID.A.1 Represent data with plots on the real number line (dot plots, histograms, and box plots). 🌱
Climate Change Example: Students may represent geoscience data, with plots on the real number line, as they analyze results from global climate models.
- S.ID.B.6 Represent data on two quantitative variables on a scatter plot and describe how the variables are related. 🌱

Climate Change Example: Students may represent geoscience data on two quantitative variables on a scatter plot and describe how the variables are related in order to analyze the data and the results from global climate models.

Mathematical Practices/Interdisciplinary Connections:

Interdisciplinary connections are integrated in each unit with connections to the mathematical practices.

1. Make sense of problems and persevere in solving them
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others
4. Model with mathematics

Consumer Math

5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of structure
8. Look for and express regularity in repeated reasoning

Personal Financial Literacy

- 9.1.12.B.1 Prioritize financial decisions by systematically considering alternatives and possible consequences.
- 9.1.12.B.2 Compare strategies for saving and investing and the factors that influence how much should be saved or invested to meet financial goals.
- 9.1.12.B.3 Construct a plan to accumulate emergency “rainy day” funds.
- 9.1.12.B.4 Analyze how income and spending plans are affected by age, needs, and resources.
- 9.1.12.B.5 Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget.
- 9.1.12.B.6 Design and utilize a simulated budget to monitor progress of financial plans.
- 9.1.12.B.7 Explain the meaning of income tax, describe how it is calculated, and analyze its impact on one’s personal budget.
- 9.1.12.B.8 Describe and calculate interest and fees that are applied to various forms of spending, debt, and saving.
- 9.1.12.B.9 Research the types and characteristics of various financial organizations in the community (e.g., banks, credit unions, check-cashing stores, et. al.).
- 9.1.12.B.10 Develop a plan that uses the services of various financial institutions to meet personal and family financial goals.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.12.PB.3	Design a personal budget that will help you reach your long-term and short-term financial goals.	A budget may need to be modified as an individual’s career, financial goals (e.g., education, home ownership, retirement), and/or other life situations change.

Central Idea/Enduring Understanding:

Students will understand. . .

- Budgeting
- Market fluctuations effects on budgeting
- Types of bank accounts

Essential/Guiding Question:

- How do I create and maintain a budget for success?
- What circumstances could significantly change your financial plan?
- What is the best option for saving money?
- What personal goals should be considered when planning an investment strategy?

Content:

Common expenses

- Types of checking and savings plans
- Reconciling Bank accounts
- Inflation and Deflation

Skills(Objectives):

Differentiate between fixed and variable expenses.

- Analyze and adjust a budget sheet.
- Calculate purchasing power after inflation.
- Explore the cost of buying various forms of investment.
- Determine appropriate investment accounts for savings.

Consumer Math

Interdisciplinary Connections:

Students will be able to apply mathematical concepts to real world situations involving personal finance, jobs/careers, wages, taxes, insurance, recreation, housing, spending, and transportation.

Stage 2: Assessment Evidence

Performance Task(s):

Budgeting

Performance Task 1

- Students will create and present a budget based upon Unit 1 Performance Task (Understanding Income). Students will peer review presentations and provide feedback. Students will self assess based upon student created rubric.

Budget Adjustment

Performance Task 2

- Students will adjust their budget based upon the life event and support/defend their budget choices. Students formulate how to recover their budget or reflect on how they can prepare their budget for life events.

Investments

Performance Task 3

- Students will select a type of investment based upon student presentations and incorporate into their budget.

Other Evidence:

- Tests and quizzes
- Exit Slips
- Fictional Paystubs
- Questioning
- Observation
- Google Forms

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Budgeting

- Investigate and differentiate between fixed and variable expenses.
- Activity One: Students will create a rubric to score activity. Create a personal budget based upon Unit 1 Performance Task. Budget should include fixed and variable expenses.

Budget Adjustment

- Explore the effects of inflation and deflation on a budget.

Resources:

- McGraw Hill Glencoe Mathematics for Business and Personal Finance
- AGS Consumer Math
- Websites on Personal Budgeting and financial literacy
- Financial Templates from Microsoft Office
- Calculators

[GLSEN Educator Resources](#)

[Respect Ability: Fighting Stigmas, Advancing Opportunities](#)

[Respect Ability: Fighting Stigmas, Advancing Opportunities](#)

Consumer Math

<ul style="list-style-type: none"> Investigate life events that can drastically impact a budget. Students create a playing card with the life event and the effect on a budget (ex: Death in Family- \$5000 for funeral cost, car accident- added expenses for new car or public transportation) Activity #2: Students are randomly given a playing card and adjust their budget accordingly. Students present and support/defend their budget choices. <p>Exploring Investments</p> <ul style="list-style-type: none"> Students will select a type of investment, research and create a presentation on the process, pros and cons. Students will present to class. (Ex: savings account, 401K, Emergency Fund) 	Inclusive Math Class For Educators: Supporting LGBTQIA Youth Resource List
---	---

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Review materials (practice assessments) geared towards the NJSLA exam Cornell Notes Study guides Allow the use of technology on assignments Allow for collaboration in small groups for assignments	Review materials (practice assessments) geared towards the NJSLA exam Cornell Notes Study guides Allow the use of technology on assignments Allow for collaboration in small groups for assignments	Study guides A copy of the Cornell notes and extra class materials Extra time on assignments Allow the use of technology on assignments Allow for extra help through tutoring Shorten assignments if needed Allow for collaboration in small groups for assignments	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks

Consumer Math

			Allow for translators, dictionaries
--	--	--	-------------------------------------

Unit Title: Unit 3: Saving, Investing, Unit Pricing and Purchasing

Stage 1: Desired Results

Standards & Indicators:

New Jersey Student Learning Standards-Math

Interpreting Categorical and Quantitative Data S-ID

A. Summarize, represent, and interpret data on a single count or measurement variable

Using Probability to Make Decisions S-MD

A. Calculate expected values and use them to solve problems

B. Use probability to evaluate outcomes of decisions

Integration of Climate Change

- S.ID.A.1 Represent data with plots on the real number line (dot plots, histograms, and box plots). 🌱
Climate Change Example: Students may represent geoscience data, with plots on the real number line, as they analyze results from global climate models.
- S.ID.B.6 Represent data on two quantitative variables on a scatter plot and describe how the variables are related. 🌱
Climate Change Example: Students may represent geoscience data on two quantitative variables on a scatter plot and describe how the variables are related in order to analyze the data and the results from global climate models.

Mathematical Practices/Interdisciplinary Connections:

Interdisciplinary connections are integrated in each unit with connections to the mathematical practices.

1. Make sense of problems and persevere in solving them
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of structure
8. Look for and express regularity in repeated reasoning

Personal Financial Literacy

9.1.12.B.1 Prioritize financial decisions by systematically considering alternatives and possible consequences.

9.1.12.B.2 Compare strategies for saving and investing and the factors that influence how much should be saved or invested to meet financial goals.

9.1.12.B.3 Construct a plan to accumulate emergency “rainy day” funds.

9.1.12.B.4 Analyze how income and spending plans are affected by age, needs, and resources.

9.1.12.B.5 Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget.

9.1.12.B.6 Design and utilize a simulated budget to monitor progress of financial plans.

9.1.12.B.7 Explain the meaning of income tax, describe how it is calculated, and analyze its impact on one’s personal budget.

9.1.12.B.8 Describe and calculate interest and fees that are applied to various forms of spending, debt,

Consumer Math

and saving.

9.1.12.B.9 Research the types and characteristics of various financial organizations in the community (e.g., banks, credit unions, check-cashing stores, et. al.).

9.1.12.B.10 Develop a plan that uses the services of various financial institutions to meet personal and family financial goals.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.12.PB.6	Describe and calculate interest and fees that are applied to various forms of spending, debt and saving.	Money management requires understanding of cash flow systems and business practices.

Central Idea/Enduring Understanding:

Students will understand. . .

- Bank Accounts
- Interest
- Financial Decisions
- Advertising

Essential/Guiding Question:

- What is the best type of bank account for me?
- Why is interest important?
- What costs/fees are associated with an activity?
- What factors should be considered when determining whether a purchase is appropriate?
- How do retailers/wholesalers make their money?
- How do retailers set consumer pricing?
- Discriminating between wants and needs?

Content:

Different types of bank accounts

- Difference between simple and compound interest
- Costs of recreational activities
- Unit prices
- Calculating the costs of items
- Wants vs. Needs

Skills(Objectives):

Explore different types of bank accounts.

- Investigate how to write a check.
- Organize and maintain a check register.
- Investigate how to fill out deposit and withdrawal slips.
- Distinguish which account type is best suited for consumers based on their needs.
- Investigate which bank better meets their needs.
- Compute simple and compound interest.
- Calculate the cost of various recreations and entertainment.
- List the types of recreational activities that require fees.
- Compare unit prices to determine the better buy.
- Differentiate between wants and needs.
- Calculate discount, sale price, and sales tax.
- Calculate markup.

Interdisciplinary Connections:

Students will be able to apply mathematical concepts to real world situations involving personal finance, jobs/careers, wages, taxes, insurance, recreation, housing, spending, and transportation.

Stage 2: Assessment Evidence

Performance Task(s):

Performance Task 1

Other Evidence:

Tests and quizzes

- Exit Slips

Consumer Math

<ul style="list-style-type: none">● Banking Research Project. Student presentation on various banks and accounts available. Students will evaluate each presentation and choose the bank that most fits their needs. Students will then compose a persuasive essay detailing why they chose the bank. <p>Performance Task 2</p> <ul style="list-style-type: none">● Students will demonstrate proficiency in balancing a bank register. <p>Performance Task 3</p> <ul style="list-style-type: none">● Students will be given a recreational activity (homecoming, prom, senior trip, vacation, etc). Students will research the cost of recreational activities and develop a plan to budget accordingly or find three local gyms that provide the services you are seeking. In a presentation, show convincing evidence of your choice for a membership. As one of the convincing components you must include financial evidence to support your choice. <p>Performance Task 4</p> <ul style="list-style-type: none">● Students will create an advertisement based upon their product and present to the class. <p>Performance Task 5</p> <ul style="list-style-type: none">● Differentiating between wants and needs in relation to a specific budget.	<ul style="list-style-type: none">● Fictional Paystubs● Questioning● Observation● Google Forms
Stage 3: Learning Plan	
<p><u>Learning Opportunities/Strategies:</u></p> <p><u>Bank Accounts</u></p> <ul style="list-style-type: none">● Students will explore various types of bank accounts. Students will each be given a local bank and they will research and design a presentation to offers, including student specific	<p><u>Resources:</u></p> <ul style="list-style-type: none">● McGraw Hill Glencoe Mathematics for Business and Personal Finance● AGS Consumer Math● Websites on Personal Budgeting and financial literacy● Financial Templates from Microsoft Office● Calculators

Consumer Math

accounts. Students will identify the pros and cons of each bank

- Students will learn how to write a check and keep a register. Students will show how to balance an account. Teacher will give each student a sample bank account and a series of checks. Students will use the material and balance the register.

Recreational Activities

- Students will explore the costs of various recreational activities. Students will investigate and plan how to budget for various activities.

Advertising

- Teacher will demonstrate how to compare unit prices. Students will investigate how retailers set prices to ensure profits. Students will research the actual cost of items versus the retail price.
- Students will explore the hidden costs in cell phone and cable bills. Students will research various cell phone/cable carriers to determine the most affordable plan to meet their needs.
- Activity- Have students choose an object to sell; find a wholesale price for the item. Determine the regular price that they would charge customers and a discount rate which would still allow for profit. Students will create an advertisement to persuade consumers to buy their product.

Wants vs. Needs

- Students will explore wants vs, needs in relation to a budget.
- Activity - Create a foldable differentiating between wants and needs. Students will need to prioritize their needs vs. wants to function within a budget.

[GLSEN Educator Resources](#)

[Respect Ability: Fighting Stigmas, Advancing Opportunities](#)

[Respect Ability: Fighting Stigmas, Advancing Opportunities](#)

[Inclusive](#)

[Math Class](#)

[For Educators: Supporting LGBTQIA Youth Resource List](#)

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to struggling and/or Special Needs Section for differentiation.

Consumer Math

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Review materials (practice assessments) geared towards the NJSLA exam Cornell Notes Study guides Allow the use of technology on assignments Allow for collaboration in small groups for assignments	Review materials (practice assessments) geared towards the NJSLA exam Cornell Notes Study guides Allow the use of technology on assignments Allow for collaboration in small groups for assignments	Study guides A copy of the Cornell notes and extra class materials Extra time on assignments Allow the use of technology on assignments Allow for extra help through tutoring Shorten assignments if needed Allow for collaboration in small groups for assignments	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

Unit Title: Unit 4: Credit and Debt Management

Stage 1: Desired Results

Standards & Indicators:

New Jersey Student Learning Standards-Math

Interpreting Categorical and Quantitative Data S-ID

A. Summarize, represent, and interpret data on a single count or measurement variable

Using Probability to Make Decisions S-MD

A. Calculate expected values and use them to solve problems

B. Use probability to evaluate outcomes of decisions

Integration of Climate Change

- S.ID.A.1 Represent data with plots on the real number line (dot plots, histograms, and box plots). 🌱
Climate Change Example: Students may represent geoscience data, with plots on the real number line, as they analyze results from global climate models.
- S.ID.B.6 Represent data on two quantitative variables on a scatter plot and describe how the variables are related. 🌱
Climate Change Example: Students may represent geoscience data on two quantitative variables on a scatter plot and describe how the variables are related in order to analyze the data and the results from global climate models.

Consumer Math

Mathematical Practices/Interdisciplinary Connections:

Interdisciplinary connections are integrated in each unit with connections to the mathematical practices.

1. Make sense of problems and persevere in solving them
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of structure
8. Look for and express regularity in repeated reasoning

Personal Financial Literacy

9.1.12.B.1 Prioritize financial decisions by systematically considering alternatives and possible consequences.

9.1.12.B.2 Compare strategies for saving and investing and the factors that influence how much should be saved or invested to meet financial goals.

9.1.12.B.3 Construct a plan to accumulate emergency “rainy day” funds.

9.1.12.B.4 Analyze how income and spending plans are affected by age, needs, and resources.

9.1.12.B.5 Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget.

9.1.12.B.6 Design and utilize a simulated budget to monitor progress of financial plans.

9.1.12.B.7 Explain the meaning of income tax, describe how it is calculated, and analyze its impact on one’s personal budget.

9.1.12.B.8 Describe and calculate interest and fees that are applied to various forms of spending, debt, and saving.

9.1.12.B.9 Research the types and characteristics of various financial organizations in the community (e.g., banks, credit unions, check-cashing stores, et. al.).

9.1.12.B.10 Develop a plan that uses the services of various financial institutions to meet personal and family financial goals.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.12.CDM.5	Identify the types of characteristics of predatory lending practices and the importance of collateral (e.g., payday loans, car title loans, high-risk mortgages).	There are ways to evaluate loans and their impact on one’s personal financial plan.
<u>Central Idea/Enduring Understanding:</u> <ul style="list-style-type: none"> ● Credit Scores ● Lines of Credit ● Charge Accounts ● Loans 		<u>Essential/Guiding Question:</u> <ul style="list-style-type: none"> ● How does a credit score impact my financial planning? ● What factors should you consider before choosing and applying for a credit card? ● Which loan is best when borrowing for college, vehicle, or major purchase?
<u>Content:</u> Credit score <ul style="list-style-type: none"> ● Forms of lines of credit 		<u>Skills(Objectives):</u> Investigating components of a credit score <ul style="list-style-type: none"> ● Researching lines of credit ● Analyze a credit card statement.

Consumer Math

<ul style="list-style-type: none"> Expenses associated with lines of credit APR 	<ul style="list-style-type: none"> Calculate unpaid balance, finance charge, interest Calculate interest and monthly payments for loans.
---	--

Interdisciplinary Connections:

Students will be able to apply mathematical concepts to real world situations involving personal finance, jobs/careers, wages, taxes, insurance, recreation, housing, spending, and transportation.

Stage 2: Assessment Evidence

Performance Task(s):

Performance Task 1

- Credit Score Project.

Performance Task 2

- Credit Card Scenario. Given a scenario, students will calculate interest, finance charges and the amount of time it will take to pay off the debt.

Performance Task 3

- Car Purchase vs. Lease Project. Students will investigate and present the difference between leasing and purchasing the same car.

Other Evidence:

Tests and quizzes

- Exit Slips
- Questioning
- Observation
- Self Assessment
- Rubrics
- Google Forms

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Credit Score

- Introduce the concept of a credit score. Students investigate and research how a credit score is calculated. In collaborative groups, students create a presentation to identify what affects a credit score positively and negatively.

Lines of Credit

- Students investigate various lines of credit (including auto. student loan, credit)
- Activity #2 - Explore three credit cards and their criteria, determine which company provides the best scenario for the consumer.
- Using sample credit card statements, students will interpret each section of a credit card statement. Students will

Resources:

- McGraw Hill Glencoe Mathematics for Business and Personal Finance
- AGS Consumer Math
- Websites on Personal Budgeting and financial literacy
- Financial Templates from Microsoft Office

[GLSEN Educator Resources](#)

[Respect Ability: Fighting Stigmas, Advancing Opportunities](#)

[Respect Ability: Fighting Stigmas, Advancing Opportunities](#)

[Inclusive](#)

[Math Class](#)

[For Educators: Supporting LGBTQIA Youth Resource List](#)

Consumer Math

investigate how to calculate finance charges and interest. Students will be given different scenarios with credit card debt and will need to calculate the time it will take to pay the balance given an income.

Rent vs. Ownership

- Students will research the difference between leasing and purchasing a car. Students will research and choose a car. Using the terms of a loan, students will calculate monthly payments, using knowledge of interest, to differentiate between a loan and purchase of the car. Students will present findings on the final price, after all payments, between a lease and purchase.
- Teachers will introduce the difference between renting and purchasing a home. Students will research home prices and rental prices and differentiate between 15 year and 30 year home loans. Students will also explore property taxes for various surrounding towns. Students will explore and present living options and comparative prices.

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Review materials (practice assessments) geared towards the NJSLA exam Cornell Notes Study guides Allow the use of technology on assignments	Review materials (practice assessments) geared towards the NJSLA exam Cornell Notes Study guides Allow the use of technology on assignments	Study guides A copy of the Cornell notes and extra class materials Extra time on assignments Allow the use of technology on assignments	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing

Consumer Math

Allow for collaboration in small groups for assignments	Allow for collaboration in small groups for assignments	Allow for extra help through tutoring Shorten assignments if needed Allow for collaboration in small groups for assignments	ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries
---	---	---	--

Pacing Guide

Course Name	Resource	Standards
MP		
Consumer Math - MP 1	<ul style="list-style-type: none"> McGraw Hill Glencoe Mathematics with Business Applications AGS Math for the World of Work AGS Consumer Math 	
MP 1		
UNIT 1 Income and Careers (17 days)	CHAPTERS 1 and 2 Understanding Income Understanding Taxes and Insurance Unit Online Assessment: Spreadsheet Application - Gross Income (2 days) Simulation - Applying for a Job (2 days) Career Path - Chiropractor (1 day)	A -REIA1. F-IFB. 4. & 5. S-ID A. 1. S-ICB. 6.
UNIT 2 Money Management (17 days)	CHAPTERS 3 and 4 Budgeting, Deposits, Bank Statements, Online Banking Unit Online Assessment: Spreadsheet Application - Recordkeeping, Online Banking Check Register (2 or 3 days) Career Path Truck Driver (1 day)	S-ID A. S-MD A.& B

Consumer Math

	Simulation - Reconciling an Account (2 days)	
UNIT 3 Saving, Investing, Unit Pricing and Purchasing (11 days)	CHAPTER 5 Deposits, Withdrawals, Simple and Compound Interest Unit Online Assessment: Bank Account Deposit and Withdrawal Slips (2 days) Career Path: Welder (1 day)	S-ID A. S-MD A. B.
MP 2		
UNIT 3 Saving, Investing, Unit Pricing and Purchasing (13 days)	CHAPTERS 5 and 6 Interest and Annuities Unit Pricing Sales Tax Markdowns Unit Assessment Compare and Contrast Different Savings Methods (3 days) Spreadsheet Application - Compound Interest (2 days) and Cash Purchases (2 days) Career Path - Sales Associate (1 day)	S-ID A. S-MD A. B.
UNIT 4 Credit and Debt Management (29 days)	CHAPTERS 7 and 8 Finance Charges Lines of Credit Loans and APR Rent vs. Ownership Unit Assessment Credit Card Scenario (2 days) Car Purchase vs. Lease Project (2 days) Simulation - Charge Accounts (2 days) Career Path - Mathematician (1 day) and Firefighter (1 day) Spreadsheet Application - Loans (2 days)	S-ID A S-MD A. & B