

MIDLAND PARK PUBLIC SCHOOLS
Midland Park, New Jersey
CURRICULUM

Simple Finance

Grade 6

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Superintendent of Schools:
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Simple Finance Course Description

Course Description:

Simple Finance is a course designed to teach students the basics of finance through the electives curriculum. The course will cover real world topics such as savings/checking account, stock markets, income, money management, credit, and small business management. Students will also operate the 'School Store' which includes ordering and pricing items, keep inventory, and working as employees. Students will demonstrate knowledge of finance, debt, and credit management. This course will provide a foundational understanding for future financial decisions.

Suggested Course Sequence:

Unit 1: *Personal Finance Basics* – 12 classes

Unit 2: *Business Management and the School Store* – 10 classes

Unit 3: *The Stock Market* – 12 classes

Unit 4: *Career Planning* – 10 classes

Pre-Requisite: 5th grade math

Unit 1 Overview	
Content Area:	Business/Mathematics
Unit Title:	Unit 1 - Personal Finance Basics
Grade Level:	6
Unit Summary: Students will be introduced to the concept of personal finance. Students will learn how to work with a budget, a checking/saving account, and the value of a discount. Students will learn the difference of a debit and credit account. Students will learn how banks function and the meaning of a mortgage, loan, interest, etc.	
Unit 1 Standards	
Standards (Content and Technology): New Jersey Student Learning Standards	
CPI#:	Statement:
21st century themes and skills	
9.1.4.B.2	Identify age-appropriate financial goals
9.1.8.B.1	Distinguish among cash, check, credit card, and debit card.
9.1.4.C.3	Compare and contrast credit cards and debit cards and the advantages and disadvantages of using each.
9.1.8.B.9	Determine the most appropriate use of various financial products and services (e.g., ATM, debit cards, credit cards, check books).
9.2.8.C.4	Demonstrate an understanding of the terminology associated with different types of credit (e.g., credit cards, installment loans, mortgages) and compare the interest rates associated with each.
Educational Technology Standards	
8.1.8.A.1	Demonstrate knowledge of a real-world problem using digital tools.
8.1.8.E.1	Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem
Career Ready Practices	
CRP3	Attend to personal health and financial well-being.
Interdisciplinary Connection	
NJSLS.6.NS.C.5	Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge)
NJSLS.6.RP.A.3.c	Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.
Unit Essential Question(s): <ul style="list-style-type: none"> How can understanding effective personal finance strategies improve my life? How can the student become a knowledgeable consumer? 	
Unit Enduring Understandings: <ul style="list-style-type: none"> Financial responsibility can have a major effect on your life, even as a young adult. 	
Unit Learning Targets/Objectives: <i>Students will...</i> <ul style="list-style-type: none"> Describe a checking account and what it means to withdraw and deposit money. Recognize a bargain and what it means to have 'value'. Compare items that are on sale and understand the 'savings'. Understand the function of banks. 	
Evidence of Learning	
Formative Assessments: Part of daily instruction. Exit slips, student observation, informal assessment based on student feedback and examining work. Student participation and discussion.	
Summative/Benchmark Assessment(s): Students will take a vocabulary quiz on terms learned throughout the unit: value, withdraw, percent, budget, debt, balance, interest. Students will be graded on completing a check and maintaining a checkbook.	
Alternative Assessments: Portfolios, oral presentation, collaborative work, solitary work	

Resources/Materials: Powerpoint, examples of checkbooks/checks, fake debit/credit cards		
Modifications: <ul style="list-style-type: none"> Special Education Students/504 - Allow errors, Rephrase questions, directions, and explanations, Allow use of calculator and extended time on assignments. Consult IEP/504 for specific modifications/accommodations. English Language Learners - Allow errors in speaking, Rephrase questions, directions, and explanations, extended time on assignments At-Risk Students - Consult with Guidance Counselors and follow I&RS procedures/action plans, extra help, breaking down tasks. Gifted and Talented Students – Make Peer Leaders, Provide extension activities 		
Lesson Plans		
Lesson #	Lesson Name	Time frame (hours/days)
1	Course introduction	1 day – Introduction to the course. Explain class rules and expectations. Supplies needed for class. Difference between Simple Finance and regular math class.
2	Intro to Personal Finance	2 days – Introduction to the Unit.
3	Checking Account	2 days – Students will be introduced to a checking account/saving account and the difference between them. Discuss terms like withdraw, deposit, overdraft etc. Use absolute value to describe situations.
4	Debit/Credit Cards	2 days – Discuss advantages and disadvantages of debit and credit cards. Watch clip from ‘Confessions of a Shopaholic’. Discuss financial responsibility. Give scenarios to decide when it is better to use a debit/credit card.
5	Interest rates, taxes and discounts.	3 days – Discuss interest rates and spending \$300 for a \$200 tablet. Review sales tax and how it is calculated. How discounts work and if they are really discounts at all.
6	Banks	2 days – Banks as institutions and their role in your life.
Teacher Notes: Collaborate with other teachers in regards to grouping. Consult with enrichment, special education, ELL teachers.		
Additional Resources Click links below to access additional resources used to design this unit: https://www.fdic.gov/about/learn/learning/accounts.html https://www.thebalance.com/checking-accounts-2385969 http://www.themint.org/kids/how-banks-work.html		

UDL Guidelines: Presentation Methods	UDL Guidelines: Action and Expression Methods	UDL Guidelines: Engagement Methods
<ul style="list-style-type: none"> Small group/large group instruction Individual instruction Smart Board presentations/demonstrations Videos Printed handouts Teacher led discussion Student led discussion Oral storytelling Posters Lecture Print & digital resources 	<ul style="list-style-type: none"> Slideshows Printed handouts Google Accounts Email communication Google Classroom Google Drive documents Teacher created worksheets, tests, quizzes Google Forms quizzes Posters Written assignments Teacher goals/needs Student goals/needs Intrinsic motivation 	<ul style="list-style-type: none"> District website Paper documents and forms Google Classroom (web) Email (web) Print & digital resources

Unit Overview			
Content Area:	Business/Mathematics		
Unit Title:	Unit 2 – Business Management and the School Store		
Grade Level:	6		
Unit Summary: Students will be introduced to business management. Students will create a budget for real world scenarios. Students will apply principles of a start up company. Students will manage the school store.			
Learning Targets			
Standards (Content and Technology): New Jersey Student Learning Standards			
CPI#:	Statement:		
21st century themes and skills			
9.1.8.B.8	Develop a system for keeping and using financial records		
9.1.8.B.2	Construct a simple personal savings and spending plan based on various sources of income.		
9.1.8.E.6	Compare the value of goods or services from different sellers when purchasing large quantities and small quantities.		
9.1.12.B.6	Design and utilize a simulated budget to monitor progress of financial plans.		
9.1.8.E.1	Explain what it means to be a responsible consumer and the factors to consider when making consumer decisions.		
Educational Technology Standards			
8.1.8.A.1	Demonstrate knowledge of a real-world problem using digital tools.		
8.1.8.A.3	Use and/or develop a simulation that provides an environment to solve a real world problem or theory.		
8.1.8.E.1	Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem		
Career Ready Practices			
CRP3	Attend to personal health and financial well-being.		
CRP5	Consider the environmental, social and economic impacts of decisions.		
CRP7	Employ valid and reliable research strategies.		
Interdisciplinary Connection			
NJSLS.6.RP.A.3.c	Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.		
<table> <tr> <td> Unit Essential Question(s): <ul style="list-style-type: none"> What is a budget and what are steps in maintaining one? What is an inventory? What are the necessary elements for running a small business? </td><td> Unit Enduring Understandings: <ul style="list-style-type: none"> Running a small business takes an immense amount of planning and an accurate maintaining of records. </td></tr> </table>		Unit Essential Question(s): <ul style="list-style-type: none"> What is a budget and what are steps in maintaining one? What is an inventory? What are the necessary elements for running a small business? 	Unit Enduring Understandings: <ul style="list-style-type: none"> Running a small business takes an immense amount of planning and an accurate maintaining of records.
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Unit Learning Targets/Objectives: <i>Students will...</i> <ul style="list-style-type: none"> Explain why budgets are important and maintain a working budget over a period of time Create an inventory of assets through purchasing and cataloguing, pricing. 			
Evidence of Learning			
Formative Assessments: Part of daily instruction. Exit slips, student observation, informal assessment based on student feedback and examining work. Student participation and discussion.			
Summative/Benchmark Assessment(s): Students will be assessed on their participation in running the school store.			
Alternative Assessments: Portfolios, oral presentation, collaborative work, solitary work			
Resources/Materials:	Powerpoint, inventory sheets, budget spreadsheet, catalogues to order supplies.		
Modifications:			

- Special Education Students/504 - Allow errors, Rephrase questions, directions, and explanations, Allow use of calculator and extended time on assignments. Consult IEP/504 for specific modifications/accommodations.
- English Language Learners - Allow errors in speaking, Rephrase questions, directions, and explanations, extended time
- At-Risk Students - Consult with Guidance Counselors and follow I&RS procedures/action plans, extended time
- Gifted and Talented Students – Make Peer Leaders, Provide extension activities

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Unit Introduction	1 day – Small and large businesses. A look at the history of some of the largest corporations in America and where they began.
2	Budgeting	2 days – Students will use sample monthly expense and income information to understand how a budget is created and how it can be analyzed using percentages.
3	Startup Company	3 days – Students will create a fictional product with a logo and devise a plan to market their product to transform their business from a startup.
4	School Store	4 days – Students will take an inventory of the school store. Students will set price points, keep records and a supply list. They will create a schedule to operate the school store.

Teacher Notes: Collaborate with other teachers in regards to grouping. Consult with enrichment, special education, ELL teachers.

Additional Resources

Click links below to access additional resources used to design this unit:

<https://www.teachingkidsbusiness.com/resources/experiences/how-to-start-your-own-business/>

UDL Guidelines: Presentation Methods	UDL Guidelines: Action and Expression Methods	UDL Guidelines: Engagement Methods
<ul style="list-style-type: none"> • Small group/large group instruction • Individual instruction • Smart Board presentations/demonstrations • Videos • Printed handouts • Teacher led discussion • Student led discussion • Oral storytelling • Posters • Lecture • Print & digital resources 	<ul style="list-style-type: none"> • Slideshows • Printed handouts • Google Accounts • Email communication • Google Classroom • Google Drive documents • Teacher created worksheets, tests, quizzes • Google Forms quizzes • Posters • Written assignments • Teacher goals/needs • Student goals/needs • Intrinsic motivation 	<ul style="list-style-type: none"> • District website • Paper documents and forms • Google Classroom (web) • Email (web) • Print & digital resources

Unit Overview	
Content Area:	Business/Mathematics
Unit Title:	Unit 3 – Stock Markey Simulation
Grade Level:	6
Unit Summary: Students will research and create a stock portfolio. Students will use prior knowledge and have to select companies. They will track three companies for 2 weeks. Students will calculate if they have made a profit or a loss. Students will select one company and do a research project based on that company. They will research it's complete history and present to the class. Students will learn different forms of currency throughout history. Students will also look at currencies from other countries and how they compare to the United States.	
Learning Targets	
Standards (Content and Technology): New Jersey Student Learning Standards	
CPI#:	Statement:
21st century themes and skills	
9.1.8.D.2	Differentiate among various savings tools and how to use them most effectively.
9.1.8.B.5	Explain the effect of the economy on personal income, individual and family security, and consumer decisions.
9.1.8.D.3	Differentiate among various investment options
9.2.12.D.13	Determine the impact of various market events on stock market prices and on other savings and investments.
Educational Technology Standards	
8.1.8.A.1	Demonstrate knowledge of a real-world problem using digital tools.
8.1.8.A.3	Use and/or develop a simulation that provides an environment to solve a real world problem or theory
8.1.8.E.1	Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem
Career Ready Practices	
CRP3	Attend to personal health and financial well-being.
CRP7	Employ valid and reliable research strategies.
Interdisciplinary Connection	
NJSLS.6.NS.B.3	Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.
NJSLS.6.NS.C.5	Use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.
Unit Essential Question(s): <ul style="list-style-type: none"> What is the stock market and how does it work? What are different types of investments? What are the differences in world currencies? 	
Unit Enduring Understandings: <ul style="list-style-type: none"> The stock market can be both a volatile and stable place to invest your money. Major corporations all have a unique journey to success. 	
Unit Learning Targets/Objectives: <i>Students will...</i> <ul style="list-style-type: none"> Know how to buy and sell stocks Be able to examine how their prices change daily and record their progress Complete a research project on one of their selected companies Differentiate between forms of currency throughout the world 	
Evidence of Learning	
Formative Assessments: Part of daily instruction. Exit slips, student observation, informal assessment based on student feedback and examining work. Student participation and discussion.	
Summative/Benchmark Assessment(s): Students will be assessed on their research projects. Students will also be assessed on maintaining a stock portfolio.	

Alternative Assessments: Portfolios, oral presentation, collaborative work, solitary work

Resources/Materials: Powerpoint, stock market portfolio, Chromebooks for research project

Modifications:

- Special Education Students/504 - Allow errors, Rephrase questions, directions, and explanations, Allow use of calculator and extended time on assignments. Consult IEP/504 for specific modifications/accommodations.
- English Language Learners - Allow errors in speaking, Rephrase questions, directions, and explanations and extended time
- At-Risk Students - Consult with Guidance Counselors and follow I&RS procedures/action plans and extended time
- Gifted and Talented Students – Make Peer Leaders, Provide extension activities

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Unit Introduction	1 day – What is the basics of the stock market and how does it function?
2	Stock Market Simulation	10 days – Students will select 3 companies to invest \$10,000 in. Students will have to do a research project on one of the companies they choose to invest in and present their research to the class.
3	World Currency	2 days – Students will look at the history of currency in the world and how good and services were exchanged. Students will then examine different world currencies.

Teacher Notes: Collaborate with other teachers in regards to grouping. Consult with enrichment, special education, ELL teachers.

Additional Resources

Click links below to access additional resources used to design this unit:

<file:///C:/Users/Owner/Downloads/StockMarketReviewProject.pdf>

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Unit Overview	
Content Area:	Business/Mathematics
Unit Title:	Unit 4 – Career and Financial Planning
Grade Level:	6
Unit Summary: Students will consider their financial future. Students will research possible careers and the salaries that come along with them. Students will discover the expenses that go along with being an adult. Students will also examine the finances involved in attending college. Students will set small financial goals for themselves.	
Learning Targets	
Standards (Content and Technology): New Jersey Student Learning Standards	
CPI#:	Statement:
21st century themes and skills	
9.1.4.A.1	Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.
9.1.4.A.2	Identify potential sources of income.
9.1.8.A.2	Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.
9.1.8.A.5	Explain the effect of the economy on personal income, individual and family security, and consumer decisions.
9.2.4.A.3	Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes
9.4.12.C.6	Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
9.2.8.B.1	Research careers within the 16 Career Clusters® and determine attributes of career success.
Educational Technology Standards	
8.1.8.A.1	Demonstrate knowledge of a real-world problem using digital tools.
8.1.8.E.1	Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem
Career Ready Practices	
CRP3	Attend to personal health and financial well-being.
CRP10	Plan education and career paths aligned to personal goals.
Interdisciplinary Connection	
NJSLS.6.SP.A.3	Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.
Unit Essential Question(s): <ul style="list-style-type: none"> What are the expected earnings for various jobs/careers? What are the financial requirements for attending college? What are some financial goals that a 6th grade student should set? 	
Unit Enduring Understandings: <ul style="list-style-type: none"> There is a shortage of trade workers in today's market. College is extremely valuable but also comes with the potential for huge financial burden. Setting short term and long term goals are essential for personal financial planning. 	
Unit Learning Targets/Objectives: <i>Students will...</i> <ul style="list-style-type: none"> Explore possible career opportunities that are within student interests. Assess the financial impact of postsecondary education and how to plan for the occasion. Understand the importance of setting small, age appropriate financial goals that will help build positive habits for their future self. 	
Evidence of Learning	
Formative Assessments: Part of daily instruction. Exit slips, student observation, informal assessment based on student feedback and examining work. Student participation and discussion.	
Summative/Benchmark Assessment(s): Students will be assessed on their career research.	

Alternative Assessments: Portfolios, oral presentation, collaborative work, solitary work

Resources/Materials: PowerPoint, inventory sheets, budget spreadsheet.

Modifications:

- Special Education Students/504 - Allow errors, Rephrase questions, directions, and explanations, Allow use of calculator and extended time on assignments. Consult IEP/504 for specific modifications/accommodations.
- English Language Learners - Allow errors in speaking, Rephrase questions, directions, and explanations and extended time
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Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Unit Introduction	1 day – Students will be asked to guess the cost of certain expenses and compare them against reality.
2	College and Post Secondary Options	3 days – Students will investigate the cost of certain colleges and the financial implications that come along with attending a 4 year university.
3	Career Research	4 days – Students will explore possible career opportunities and the cost of possible living expenses. We will also look at jobs that once existed and others that are endangered, jobs that have become increasingly in demand in recent years, and jobs that will rise in demand in the near future.
4	Financial Goal Setting	2 days – Students will set age appropriate financial goals for their future.

Teacher Notes: Collaborate with other teachers in regards to grouping. Consult with enrichment, special education, ELL teachers.

Additional Resources

Click links below to access additional resources used to design this unit:

www.finaid.org

<http://morris6411.blogspot.com/2013/05/when-i-grow-up.html>

<https://www.brighthubeducation.com/middle-school-social-studies-lessons/77054-a-career-research-project-for-middle-school/>

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