



**TRENTON PUBLIC SCHOOLS:**  
**CURRICULUM GUIDE FOR:**  
**Finance I**

**Course Description**

Finance I is the first course in a three course sequence designed as a Program of Study under the guidelines of the New Jersey standards for Career and Technical Education. The class focuses on providing students with an understanding of the basics of accounting and banking serving as a foundation for more advanced studies in finance. Using a UbD format, the course will infuse theory into real-world simulations using technology and role-play as a basis of demonstrating mastery, in addition to formative and summative assessments for each unit and course.

**Pacing Guide**

Unit	Unit Name	Monthly Pacing Schedule	Approx. # of Total Days
1	Accounting	Sep – Nov	45
2	Banking	Nov - Feb	45



# TRENTON PUBLIC SCHOOLS: CURRICULUM GUIDE

## Unit 1: Accounting

### Pacing: Marking Periods 1 and 2

### Content Area/Course: CTE Finance, General – Finance I

#### Stage 1- Desired Results

#### NJ Core Content Curriculum Standards Addressed in this Unit

Finance Career Cluster Common Career Technical Core (FN)	9.3.12.FN.1. Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision making in the finance industry.
	9.3.12.FN.2. Utilize tools, strategies and systems to plan, monitor, manage and maintain the use of financial resources.
	9.3.12.FN.3. Plan, staff, lead and organize human resources in finance to enhance employee productivity and job satisfaction.
	9.3.12.FN.4. Determine effective tools, techniques and systems to communicate and deliver value to finance customers.
	9.3.12.FN.5. Create and maintain positive, ongoing relationships with finance customers.
	9.3.12.FN.6. Plan, monitor and manage day-to-day activities to ensure effective and efficient finance operations.
	9.3.12.FN.7. Implement safety, health and environmental controls to ensure a safe and productive finance workplace.
	9.3.12.FN.8. Describe and follow laws, regulations and ethical standards that affect finance operations and transactions.
	9.3.12.FN.9. Plan, manage and maintain the use of financial resources to protect solvency.
	9.3.12.FN.10. Plan, organize and manage a finance organization/department.
	9.3.12.FN.11. Plan, monitor and manage day-to-day activities required to sustain continued business functioning.
	9.3.12.FN.12. Access, evaluate and disseminate financial information to enhance financial decision making.
	9.3.12.FN.13. Manage a financial product or service mix in order to market opportunities.
	9.3.12.FN.14. Employ financial risk-management strategies and techniques used to minimize business loss.



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Accounting Career Pathway (FN-ACT)	9.3.12.FN-ACT. 1. Describe and follow laws and regulations to manage accounting operations and transactions.
	9.3.12.FN-ACT. 2. Utilize accounting tools, strategies and systems to plan, monitor, manage and maintain the use of financial resources
	9.3.12.FN-ACT. 3. Process, evaluate and disseminate financial information to assist business decision making.
	9.3.12.FN-ACT. 4. Utilize career planning concepts, tools and strategies to explore, obtain and/or develop an accounting career.

### Common Core State Standards Addressed in this Unit

#### CC Reading Technical Subjects

CCR 9-10.1 Textual Evidence

CCR 9-10.2 Central ideas

CCR 9-10.3 Follow multistep procedures

CCR 9-10.4 Symbols, key terms, and domain-specific words

CCR 9-10.5 Analyze structure of relationships among concepts

CCR 9-10.6 Analyze author's purpose and the question the author seeks to answer

CCR 9-10.7 Translate quantitative or technical information expressed in words into visual forms and vice versa

CCR 9-10.8 Assess if reasoning and evidence support author's claim or recommendation for solving a technical problem

CCR 9-10.9 Compare/contrast findings from multiple sources noting support or contradictions from previous explanations or accounts

CCR 9-10.10 Read and comprehend technical texts in the 9-10 text complexity band independently and proficiently

#### CC Writing Technical Subjects

CCW 9-10.1 Write arguments focused on discipline-specific content

CCW 9-10.2 Write informative/explanatory texts

CCW 9-10.4 Produce clear and coherent writing

CCW 9-10.5 Develop and strengthen writing skills

CCW 9-10.6 Use technology to produce, publish, and update individual or shared writing and display flexibly and dynamically

CCW 9-10.7 Conduct short and sustained research projects

CCW 9-10.8 Gather relevant information

CCW 9-10.9 Draw evidence from informational texts to support analysis, reflection, and research

CCW 9-10.10 Write routinely over extended time frames and shorter time frames for a discipline-specific task, purpose, and audience

#### CC Math

HSN.Q.A.1-5 Reason quantitatively and use units to solve problems

HSA.CED.A.1-3 Create equations that describe numbers or relationships

HSF.LE.A.1-4 Construct and compare linear, quadratic, and exponential models and solve problems

HSF.LE.B.5 Interpret expressions for functions in terms of the situation they model



## TRENTON PUBLIC SCHOOLS: CURRICULUM GUIDE

### **Big Ideas:** :

- Accounting gives business managers a systematic way of tracking the financial aspects of their businesses.
- The more education and training you have the more likely you are to be financially independent and the more options you have in career choice.

### **Essential Questions**

- What is accounting?
- Why is accounting important?
- Why is it important to conduct business in an ethical manner?
- Why is accounting a good career choice?

### **Enduring Understandings**

Students will understand that:

- Accounting is a process used by individuals and businesses to ensure accuracy in monetary transactions
- Proper accounting can aid in making appropriate business/financial decisions
- Accounting is systematic with explicit rules based on GAAP (generally accepted accounting principles) that accountants must follow

### **What key knowledge and skills will students acquire as a result of this unit?**

#### **Content:**

Students will know:

- The importance of acting ethically
- The difference between debits and credits
- How to read financial statements
- The difference between revenues and profits
- How to analyze a balance sheet
- The importance of cash flow
- The concept of the double entry system and the importance of a chart of accounts
- The purpose of GAAP
- Basic business laws and regulations
- Career opportunities in the accounting field

#### **Skills:**

*Students will be able to:*

- Create a balance sheet using assets, liabilities, and owner's equity
- List debits and credits properly
- Create a Cash Flow statement
- Create a chart of accounts
- Record transactions using a double entry system
- Use accounting computer simulation programs to complete transactions and create Microsoft Excel spreadsheets
- Use internet searches to explore careers in accounting



**Stage 2- Assessment**

**What evidence will show that students understand?**

**Performance Tasks & Criteria:**

*(Align to NJCCCS & Common Core Standards)*

- Students will describe ethical principles and the sources of ethical beliefs using a graphic organizer and then relate them in a five-paragraph descriptive essay to a particular business news event occurring at present
- Each student will create an ongoing digital glossary of accounting terms as each term is learned. Each student will add his/her term and definition to the class word wall on a rotating basis.
- Using an excel spreadsheet, students will create a personal income statement and balance sheet
- Using internet sites such as careers-in-accounting.com, students will research careers in the accounting field and write a two page persuasive essay on why accounting is a good choice or not a good choice for a career. The purpose of the essay is to convince a friend or family member to pursue or not pursue a career in the accounting field.
- Following internet research and writing exercise, students in pairs will think of three reasons why accounting is a good career choice and give a mini-presentation of their choices to the rest of the class
- Cooperative Learning/Problem Based Learning - Using Accounting Simulation *GoVenture* by MediaSpark or similar software, students, in groups of three or four, will a run virtual small business for a period of at least one month entering transactions and keeping all business records up-to-date.
- Individual project – each student will pick a company, get a copy of its annual report and explain at least one of its financial statements.

**What other evidence needs to be collected in light of Stage 1 Desired Results?**

**Other Evidence (Formative & Summative):**

*(Align to NJCCCS & Common Core Standards)*

Online glossary checks  
Binders/Notebook checks  
Exit Slips  
Whip Around  
3-2-1 Strategy  
Quizzes/Chapter tests



**Stage 3 – Learning Plan**

**Instructional Activities/Strategies to enable students to achieve desired results:**

*(Align each activity/strategy to NJCCCS & Common Core Standards)*

- Direct teaching for foundational knowledge
- Writing component – Expository essay on ethical business issue in the news (9.3.12.FN.8, CCW 9-10.1, 2, 4, and 5)
- Writing component - Persuasive essay on a career in accounting (9.3.12.FN-ACT.4, CCR 9-10.1, CCR 9-10.2, CCR 9-10.4, CCW 9-10.1, CCW 9-10.2, CCW 9-10.5, CCW 9-10.7, CCW 9-10.8, CCW 9-10.9, CCW 9-10.10)
- Writing component – Digital glossary of accounting terms (CCR 9-10.4)
- Information processing – Create a personal balance sheet and income statement using Microsoft Excel spreadsheets (9.3.12.FN.1, 9.3.12.FN.2, 9.3.12.FN.9, 9.3.12.FN. 12, 9.3.12.FN-ACT.2, HSN.Q.A.1-5, 8.1.12.A.1)
- Problem Based Learning/Cooperative learning – Start and run a virtual business using Accounting Simulation program (9.3.12.FN.1 – 14, 9.3.12.FN-ACT. 2 & 3, HSN.Q.A. 1-5, HSA.CED.A.1-3, 8.1.12.A.1)
- Think/Pair/Share – Accounting career choice mini presentation (9.3.12.Fin-ACT.3)
- Project Based Learning: Research report on company financial statement using annual report from selected company (9.3.12.FN-ACT.3, CCR 9-10.7, CCW 9-10.4, CCW 9-10.7)
- Visual learning – Graphic organizer on ethical principles and beliefs (9.3.12.FN.8)



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### **Accommodations for ELL and Special Education Students:**

Accommodations for ELL and special education students will be individually developed in conjunction with case managers and guidance counselors based upon Student IEPs or 504 plans.

### **Unit Resources**

- *Ethics in the Workplace, 3<sup>rd</sup> ed.* (or similar text) – by Dean A. Bredeson and Keith Goree
- Accounting textbook (if needed)
- Microsoft Excel
- Laptop cart
- Accounting Simulation *GoVenture* by MediaSpark
- Accounting Basics from AccountingCoach.com

### **Technology Integration**

8.1.12.A.1 Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs, and interpret the results



## TRENTON PUBLIC SCHOOLS: CURRICULUM GUIDE

### **Unit 2: Banking**

#### **Pacing: Marking Periods 3 and 4**

Finance Career Cluster Common Career Technical Core	9.3.12.FN.1. Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision making in the finance industry.
	9.3.12.FN.2. Utilize tools, strategies and systems to plan, monitor, manage and maintain the use of financial resources.
	9.3.12.FN.3. Plan, staff, lead and organize human resources in finance to enhance employee productivity and job satisfaction.
	9.3.12.FN.4. Determine effective tools, techniques and systems to communicate and deliver value to finance customers.
	9.3.12.FN.5. Create and maintain positive, ongoing relationships with finance customers.
	9.3.12.FN.6. Plan, monitor and manage day-to-day activities to ensure effective and efficient finance operations.
	9.3.12.FN.7. Implement safety, health and environmental controls to ensure a safe and productive finance workplace.
	9.3.12.FN.8. Describe and follow laws, regulations and ethical standards that affect finance operations and transactions.
	9.3.12.FN.9. Plan, manage and maintain the use of financial resources to protect solvency.
	9.3.12.FN.10. Plan, organize and manage a finance organization/department.
	9.3.12.FN.11. Plan, monitor and manage day-to-day activities required to sustain continued business functioning.
	9.3.12.FN.12. Access, evaluate and disseminate financial information to enhance financial decision making.
	9.3.12.FN.13. Manage a financial product or service mix in order to market opportunities.
	9.3.12.FN.14. Employ financial risk-management strategies and techniques used to minimize business loss.



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Banking Services Career Pathway (FN-BNK)	9.3.12.FN-BNK.1. Describe and follow laws and regulations to manage business operations and transactions in the banking services industry.
	9.3.12.FN-BNK.2. Create and maintain positive ongoing relationships with banking customers.
	9.3.12.FN-BNK.3. Manage the use of financial resources to enhance banking performance.
	9.3.12.FN-BNK.4. Demonstrate the use of banking technology and equipment.
	9.3.12.FN-BNK.5. Plan, monitor and manage day-to-day activities within a banking organization to ensure secure operations.
	9.3.12.FN-BNK.6. Utilize career planning concepts, tools and strategies to explore, obtain and/or develop a career in banking services.
	9.3.12.FN-BNK.7. Determine client needs and wants and respond through planned, personalized communication to guide purchase decisions and enhance future business opportunities in banking services.



## TRENTON PUBLIC SCHOOLS: CURRICULUM GUIDE

### Common Core State Standards Addressed in this Unit

#### CC Reading Technical Subjects

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CCR 9-10.2 Central ideas

CCR 9-10.3 Follow multistep procedures

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HSN.Q.A.1-5 Reason quantitatively and use units to solve problems

HSA.CED.A.1-3 Create equations that describe numbers or relationships

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HSF.LE.B.5 Interpret expressions for functions in terms of the situation they model

#### **Big Idea(s):**

- **Knowledge and appropriate use of banking vehicles can lead to a more comfortable lifestyle for individuals and families as well as more informed decisions for businesses.**
- **A well-run, ethical bank is not only profitable but also an asset to the community it serves whether that community is local, national, or international.**



## TRENTON PUBLIC SCHOOLS: CURRICULUM GUIDE

### Essential Questions

- Are all banks the same?
- Why does banking require laws and regulations?
- What role should government play in the financial markets?
- Why is it important to foster good customer relations?
- What types of careers are there in banking services?
- Why is ethical behavior critical in the operations of a bank?

### Enduring Understandings

Students will understand that:

- Good customer relations is necessary for banks to be successful
- Banks, as well as individuals must manage their assets appropriately
- Laws and regulations controlling banks are necessary to protect the individual consumer and the economy
- Banking offers a wide choice of well-paying and satisfying careers for those who are willing to work hard and acquire the needed skills
- As individuals must act ethically, so to must corporations, including banks.

### What key knowledge and skills will students acquire as a result of this unit?

#### **Content:**

*Students will know:*

- How to create a plan to foster good customer relations
- Various banking regulations and the reasons they are needed
- How to manage banking accounts at the bank level not just the individual level
- How to use banking technology and equipment in a virtual setting
- How to communicate with customers to determine their needs
- How to research banking careers using internet tools, speaking with bankers, and speaking with career counselors

#### **Skills:**

*Students will be able to:*

- Create customer communications letters and brochures to attract new customers and foster good customer relations
- Explain various banking laws and regulations and analyze why they are needed.
- Analyze financial statements and synthesize information from the statements to create executive summaries about the information that are clear and succinct
- Use banking technology (in a virtual environment) to run the day-to-day operations of a bank



## Stage 2- Assessment

### What evidence will show that students understand?

#### **Performance Tasks & Criteria:** *(Align to NJCCCS & Common Core Standards)*

- Using the internet to conduct a search, create a PowerPoint presentation on at least ten banking laws and regulations that control how banks operate and how the laws and regulations protect consumers. The PowerPoint should contain the name of the law/regulation, summary of the law, and its purpose.
- Create and operate a virtual bank utilizing a commercial bank management structure including Commercial Lending, Consumer Lending, Retail Banking, Small Business Lending, Capital Markets (high end investing), Human Resources, and Operations. The bank will be operated for at least one month.
- By banking department, write a code of ethics for your department and then the whole bank. After writing your code of ethics, contrast and compare them to code of ethics of real banks (these can be found through an internet search or contacting local banks for the information).
- Create the appropriate accounting reports and excel spreadsheets to operate the virtual bank ensuring a secure banking environment for the bank and its customers
- By banking department (student groups) - Create a marketing brochure and customer communications letters inviting new customers/employees to the virtual bank. Each department (including internal departments should have its own brochure and customer letter
- Using internet technology, simulate the use of banking equipment including teller machines, ATMs, recordak machines and the like
- Research careers in banking through use of career exploration tools and write a cover letter and resume for a specific banking position

### What other evidence needs to be collected in light of Stage 1 Desired Results?

#### **Other Evidence (Formative & Summative):** *(Align to NJCCCS & Common Core Standards)*

Binders/Notebook checks  
Exit Slips  
Whip Around  
3-2-1 Strategy  
Quizzes/Chapter tests



**Stage 3 – Learning Plan**

**Instructional Activities/Strategies to enable students to achieve desired results:**

*(Align each activity/strategy to NJCCCS & Common Core Standards)*

- Direct teaching for foundational knowledge
- Writing component - Create marketing brochures and customer/employee letters (9.3.12.FN.13, 9.3.12.FN-BNK.2,7, CCR 9-10.4, CCW 9-10. 1, 2, 4, 5, 6,
- Math component - Accounting report and Excel spreadsheets (9.3.12.FN.1, 9.3.12.FN-BNK.3, 5, HSN.Q.A.1-5))
- Cooperative learning – Creating and operating a virtual bank including use of banking technology (9.3.12.FN-BNK. 3-7)
- Think/Pair/Share – marketing brochures and letters (9.3.12.FN-BNK.2,7, CCR 9-10.4, CCW 9-10. 1, 2, 4, 5, 6)
- Cooperative learning – Code of ethics exercise (9.3.12.FN.8, CCW 9-10.7, CCW 9-10.4, CCW 9-10.5)
- Project Based Learning: Creating and operating a virtual bank (9.3.12.FN-BNK. 3-7)
- Visual learning – PowerPoint presentation on banking laws and regulations (9.3.12.FN.8, 9.3.12.FN-BNK.1, 8.1.12.A.1, CCR 9-10.4, CCW 9-10.7, CCW 9-10.8)
- Research project on careers in banking and writing a cover letter and resume for a specific banking position (9.3.12.FN-BNK.6, CCW 9-10.7)



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### **Unit Resources**

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- *Banking Systems, 2<sup>nd</sup> ed.* (or similar text) – Center for Financial Training
- *Banking Basics* – Federal Reserve Bank of Boston
- Accounting Simulation *GoVenture* by MediaSpark
- Microsoft Excel
- Laptop cart

### **Technology Integration**

8.1.12.A.1 Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs, and interpret the results