



TRENTON PUBLIC SCHOOLS:
CURRICULUM GUIDE FOR:
Finance III

Course Description

Finance III is the third 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 uses the foundational knowledge learned in Finance I and Finance II and focuses on providing students with an opportunity to act as financial planners in a corporate finance company and as business owners running the school store. Students will incorporate aspects of accounting, business finance, banking, insurance, and securities and investments previously learned. 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	Financial Planning and School Store	Sep – Feb or Feb - June	90



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Unit 1: Financial Planning and School Store

Pacing: Marking Periods 1 through 4

Content Area/Course: CTE Finance, General – Finance III

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.
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.
Business Finance (FN-BF)	9.3.12.FN-BF.1. Describe and follow laws and regulations to manage business operations and transactions in corporate finance.
	9.3.12.FN-BF.2. Manage the use of financial resources to ensure business stability.
	9.3.12.FN-BF.3. Utilize career planning concepts, tools and strategies to explore, obtain and/or develop in a corporate finance career.
	9.3.12.FN-BF.4. Employ risk-management strategies and techniques in corporate finance to minimize business loss
Insurance Pathway (FN-INS)	9.3.12.FN-INS.1. Describe and follow laws and regulations to manage business operations and transactions in the insurance industry.
	9.3.12.FN-INS.2. Plan, monitor and manage day-to-day insurance organization activities.
	9.3.12.FN-INS.3. Utilize career planning concepts, tools and



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	strategies to explore, obtain and/or develop in a career in insurance.
	9.3.12.FN-INS.4. Demonstrate underwriting techniques and strategies to evaluate the risk posed by potential insurance clients
	9.3.12.FN-INS.5. Determine client needs and wants and respond through planned, personalized communication to guide purchase decisions and enhance future insurance business opportunities
Securities and Investments Pathway (FN-SEC)	9.3.12.FN-SEC.1. Describe and follow laws and regulations to manage business operations and transactions in the securities and investments industry.
	9.3.12.FN-SEC.2. Manage the use of financial resources to perform key duties in the securities and investments industry.
	9.3.12.FN-BNK.3. Plan, monitor and manage day-to-day securities and investments operations.
	9.3.12.FN-BNK.4. Utilize career planning concepts, tools and strategies to explore, obtain and/or develop in a securities and investments career.
	9.3.12.FN-BNK.5. Determine client needs and wants and respond through planned, personalized communication to guide purchase decisions and enhance future securities and investments opportunities.



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Common Core State Standards Addressed in this Unit

CC Reading Technical Subjects

CCR 11-12.1 Textual Evidence

CCR 11-12.2 Central ideas

CCR 11-12.3 Follow precisely complex multistep procedures

CCR 11-12.4 Symbols, key terms, and domain-specific words

CCR 11-12.5 Analyze structure of relationships among concepts

CCR 11-12.6 Analyze author's purpose and the question the author seeks to answer

CCR 11-12.7 Integrate and evaluate multiple sources to address a question or solve a problem

CCR 11-12.8 Evaluate and corroborate or challenge conclusions

CCR 11-12.9 Synthesize information from a range of sources coherently

CCR 11-12.10 Read and comprehend technical texts in the 11-12 text complexity band independently and proficiently

CC Writing Technical Subjects

CCW 11-12.1 Write arguments focused on discipline-specific content

CCW 11-12.2 Write informative/explanatory texts

CCW 11-12.4 Produce clear and coherent writing

CCW 11-12.5 Develop and strengthen writing skills

CCW 11-12.6 Use technology to produce, publish, and update individual or shared writing

CCW 11-12.7 Conduct short and sustained research projects

CCW 11-12.8 Gather relevant information

CCW 11-12.9 Draw evidence from informational texts to support analysis, reflection, and research

CCW 11-12.10 Write routinely over extended time frames and shorter time frames for discipline-specific tasks, purposes, and audiences

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



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Big Ideas: :

Most individuals and corporations need specialized advice and direction in maximizing their assets and managing their risks.

Ethical practices are necessary to build trust with clients and avoid litigation.

Financial planning is a complex field requiring extensive training to develop specialized knowledge.

Essential Questions

- Why do many individuals and businesses need financial advice?
- How can a financial advisor be of most assistance in providing financial advice? (Understand the needs of the client, understand the array of financial products available, act in an ethical manner - keep client's need paramount, not the advisor's compensation)
- Why should a financial advisor understand risk and help clients mitigate risks?
- Why must a financial advisor always act in an ethical manner?
- How may the value of money change over time?
- How does an understanding of finance help operate a school store?

Enduring Understandings

Students will understand that:

- Financial decisions often have far-reaching consequences and professional advice is often necessary to make appropriate decisions.
- Through extensive training, financial advisors develop the necessary skills to assist clients in making the best financial decisions possible in complex situations.
- Although risk is unavoidable, financial advisors can help clients mitigate risks by providing essential advice for decision-making.
- Ethical practices build trusting relationships between advisors and clients and help to avoid potential litigation.
- Money can lose value due to inflation if it is not invested in some type of investment instrument, which can be as simple as a savings account or a highly complex securities transaction.
- A higher risk investment should lead to a higher potential reward but also has a higher potential risk of loss of principal.

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

Content:

Students will know:

- The importance of acting ethically
- How to create a budget for a client
- Basic asset allocation strategies that meet return objectives with appropriate levels of risk
- How to best utilize credit/debt
- How to best match financial products to a client's need and financial goals
- Basic tax laws that affect financial planning
- How to determine the time-value of money
- How to use statistics to measure risk
- How to operate a business (school store)

Skills:

Students will be able to:

- Interview clients to determine their financial status, risk tolerance and financial goals
- Analyze and synthesize financial information obtained from both clients and other financial data sources to create a financial plan
- Recommend to clients financial strategies and products to help them achieve their financial goals
- Help clients understand how life events or changes in the economic environment may create the need to reassess their financial plans
- Calculate the time-value of money using future value and present value tables
- Perform statistical analysis to evaluate risk and return
- Operate the school store



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Stage 2- Assessment

What evidence will show that students understand?

Performance Tasks & Criteria:

(Align to NJCCCS & Common Core Standards)

- Maintain online/digital glossary of terms
- Read and summarize one “News” or “Personal Finance” article from www.bloomberg.com on a weekly basis
- Participate in the Corporate Finance simulation game throughout the semester.
- Create a financial “Ethical Dilemma” that a financial planner may face and have other students brainstorm how to ethically solve the issue.
- Choosing two from a group of ten case studies given to them, students in groups of four or five will analyze case studies and determine appropriate advice to give to clients concerning risk avoidance, investment opportunities, retirement planning, tax planning and the like.
- Student groups will develop their own case studies to be “solved” by other student groups based on their knowledge of accounting, banking, insurance, finance, and securities and investments. Each case should have a theme or underlying client dilemma, which has to be solved using the knowledge gained and skills developed from solving previous cases.
- Given the appropriate formulas, students will calculate the time value of money (present value and future value) using excel spreadsheets.
- Given a client profile and potential exposure, students will perform statistical analyses to determine a client’s potential risk (investment, retirement, estate, etc.)
- Following research using Yahoo Finance or similar websites, students will individually prepare a financial plan proposal for a client using the *Financial Planning Standards Board’s* core financial planning competencies – collection, analysis, and synthesis. The proposal will be presented to the class using PowerPoint or other presentation media and address at least three of the eleven categories of financial planning as noted by the *Financial Planning Standards Board* – I. Taxation, II. Insurance, III. Investment, IV. Retirement, Savings, and Income Programs, V. Law. VI. Financial Analysis, VII. Debt, VIII. Economic and Regulatory Environment, IX. Government Benefits Pains, X> Behavioral Finance, XI. Ethics and Standards.
- Operate the school store including sales, ordering, inventory control and maintain its financial records.
- Unit Test
- A*S*K Business Institute “Concepts of Finance” Exam

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 - Maintain online/digital glossary of key terms (CCR 11-12.1, CCR 11-12.2, CCR 1-12.4, CCW11-12.1)
- Writing Component – Summarizing financial news and personal finance articles from **Bloomberg** (9.3.12.FN.12, CCR 11-12.2, CCR 11-12.2 CCR 11-12.4, CCR 11-12.10, CCW11-12.2, CCW 11-12.4, CCW 11-12.5, CCW 11-12.7, CCW 1-12.8, CCW 11-12.9, CCW 11-12.10)
- Information processing – Create Microsoft Excel spreadsheets to calculate time value of money (9.3.12.FN.1, 9.3.12.FN.2, 9.3.12.FN.12, 9.3.12.FN-ACT.2, HSN.Q.A.1-5,HAS.CED.A.1-3)
- Information processing analyze company annual reports and run a risk analysis of the business and determine possible funding needs (9.3.12.FN.1, 9.3.12.FN.2, 9.3.12.FN.6,9.3.12.FN.12, 9.3.12.BF 1, 2, & 4, HSN.Q.A.1-5, HSA.CED.A.1-3, 8.1.12.A.1)
- Problem Based Learning/Cooperative learning – Solve corporate and personal financial problems using the corporate finance simulation program (9.3.12.FN.1 – 14, 9.3.12.FN-ACT.1, 9.3.12.FN-ACT.2, 9.3.12.FN-ACT.3, 9.3.12.FN-BNK.7, 9.3.12.FN-BF.2, 9.3.12.FN-BF. 4,9.3.12.FN-INS.5, 9.3.12.FN-SEC.5, HSN.Q.A. 1-5, HSA.CED.A.1-3, 8.1.12.A.1)
- Think/Pair/Share – Financial “ethical dilemma” brainstorming activity (9.3.12.FN.8, 9.3.12.fn_BF.1)
- Project Based Learning: Financial case studies (9.3.12.FN1, 9.3.12.FN.2, 9.3.12.FN.4, 9.3.12.FN.5, 9.3.1.2.FN.8, 9.3.12.FN.9, 9.3.12.FN.12, 9.3.12.FN.13, 9.3.12.FN.14, 9.3.12.FN-ACT.3, 9.3.12.FM-BNK.2, 9.3.12.FN-BNK.7, 9.3.12.FN-BF.4, 9.3.12.FN-INS.5,9.3.12.FN-SEC.5, HSN.Q.A. 1-5, HSA.CED.A.1-3, 8.1.12.A.1)
- Project Based Learning: Case study creation using previously learned materials covering any/all 9.3.12.FN and subordinate CPIs.(CCR 11-12, CCW 11-12, and , HSN.Q.A. 1-5, HSA.CED.A.1-3, 8.1.12.A.1)
- Information processing – risk analysis to determine client’s exposure (9.3.12.FN.14, 9.3.12.FN-INS.4, 9.3.12.FN-BF.4, HSN.Q.A. 1-5, HSA.CED.A.1-3, 8.1.12.A.1)
- Project Based Learning: Preparation of Client Financial Plan proposal and presentation using previously learned materials covering any/all 9.3.12.FN and subordinate CPIs.(CCR 11-12, CCW 11-12, and , HSN.Q.A. 1-5, HSA.CED.A.1-3, 8.1.12.A.1)
- Project Based Learning: Operate the school store – (9.3.12.FN.1-14, 9.3.12.FN-ACT.2, 9.3.12.FN-ACT.3, 9.3.12.FN-BF.2, HSN.Q.A. 1-5)



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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

- **Change this section to show Finance III materials**
- Corporate Finance Simulation
http://asdsim.buz.net/EN_LoginFinanceSim.html
- *Business Finance*, (or similar text) – by Les Dlabay and James Burrow
- *Ethics in the Workplace, 3rd ed.* (or similar text) – by Dean A. Bredeson and Keith Goree
- Microsoft Excel
- Laptop cart
- *Financial Planner Competency Profile*, Financial Planning Standards Board, 2011

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