**Niagara Falls City High School District**

**Career and Technical Education Program**

**Course Name: Junior Internship Program**

Career & Financial Management (CFM) is a one-half unit Career and Technical Education (CTE) course required for students in all New York State Approved CTE Programs. It is also commonly included in locally developed CTE sequences. CFM can be taught as a standalone course or integrated within an approved CTE program.

CFM can be used as part of the 216 hours of CTE instruction required for students pursuing a Career Development and Occupational Studies (CDOS) Graduation Pathway or a CDOS Commencement Credential.

The CFM curriculum framework is divided into “Career Management” and “Financial Management” modules. The following pages will show the Unit of Study for each module and dive into the scope and sequence for each Unit of Study.

**Career & Financial Management (.5 Credit) At - A -Glance**

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| **Career Management:**  | **Suggested Timeline**  |
| Career Readiness Skills: soft skills, handshake, elevator pitch speeches; being on time (time management) (transferable skills); body language  | Week 1-3  |
| The Job Search Process: Interest surveys, Zello introduction, learning and personality surveys, career exploration (demands and outlook, salary, education)  | Weeks 4-6  |
| Career Readiness: Difference between a job and a career, short term and long term goals, networking, business communications and technological innovations   | Week 7-8  |
| Presentation on Schools and careers, Volunteering, business etiquette and communications.   | Weeks 9-10  |
| Self-advocacy; overcoming obstacles and challenges; workplace skills  | Week 11  |
| **Financial Management:**   |    |
| Budgeting   | Week 12   |
| Money Management   | Week 13   |
| Job applications and cover letters. Why cover letters are beneficial. Credit cards  | Week 14   |
| Interest rates; credit score; Fixed VS. Variable rates; borrowing money.  | Week 15-17  |
| Stock Market; Investing; different types of insurance (Life, home owners; rental; automobile).   | Week 18-19  |
| Taxes; W2 forms; different types of taxes.   | Week 20  |

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| **Time Frame** | **Performance Indicators/ Standards** | **Learning Target/Objectives** | **Text/Suggested Resources/Activities** | **Assessment(s)** |

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| Week 1 | **New York State CDOS Standards:**      **Standard 1**:      Career Development       Students will be knowledgeable about the world of work, explore career options,  and relate personal skills, aptitudes, and abilities to future career decisions.    **Standard 2:**     Integrated Learning    Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.    **Standard 3a:**      Universal Foundation      Skills    Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.      **New York State CDOS Standards:**      **Standard 1**:      Career Development       Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.    **Standard 2:**     Integrated Learning    Students will demonstrate how academic knowledge  and skills are applied in the workplace and other settings.    **Standard 3a:**      Universal Foundation      Skills    Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.    | 1. **Self Assessment:**

 What skills and information should be considered for viable career planning?  * 1. Identify potential career pathways--16 career clusters as outlined in Common Career

Technical Core  (CCTC)    * 1. Assess individual

skills, values,  needs, personal attributes, and   lifestyle choices    1. **Labor Market Data**

  1. Identify career area of interest

  1. Research national, state, and local labor market data

  1. Analyze job market data for

   specific career areas    1. Analyze the role that networking plays in career research

  1. Investigate opportunities to learn about specific careers through research and  networking

  1. **Trends and Opportunities**

  * 1. Identify resources to conduct career research  Explore the different career clusters   and particular careers in each cluster

  * 1. Brainstorm how part-time jobs and volunteerism impact future career choices

  * 1. Explore Civil Service test opportunities

  * 1. Analyze the role that networking plays in career research

  1. **Career Decision Making and**

**Problem Solving Steps**   Apply a pros and cons model to a career decision    1. Evaluate the effectiveness of problem-solving strategies in career decision making

  1. **Goal Setting and the Career Plan** **Process**

  1. Create SMART goals (Specific, Measurable, Attainable, Realistic,Time Bound)

   1. Create short-, mid- and long-term  SMART goals for career planning process

  **Networking** 1. Conduct networking activities including informational interviews, Shadowing opportunities  internships and voluntary opportunities
2. Participate in community service organizations and activities
3. Find possible mentors (Guest Speakers/ Field Trips)
 | **Self** **Assessments/Careers /College:**   **https://student.xello.world/options/explore-careers****Skills &** **Strengths Assessments**[www.literacynet. org/mi/assessme nt/findyourstreng ths.html](http://www.literacynet.org/mi/assessment/findyourstrengths.html)   [Networking](https://www.careeronestop.org/JobSearch/Network/maintain-your-network.aspx)   [http://careercoac](http://careercoach.monroecc.edu/) [h.monroecc.edu/](http://careercoach.monroecc.edu/)    Career Interest Survey Learning Skills Student Self-assessment Level 1 Student assessment **Occupation** **Sites:** [www.onetonline.org](http://www.onetonline.org/)   <http://www.bls.gov/>   <http://labor.ny.gov/stats/cslist.shtm>   [www.careeronestop.org](http://www.careeronestop.org/)   **Civil Service:**<http://www.cs.ny.gov/jobseeker/>     **Smart Goals** [**Everfi SMART**](https://docs.google.com/document/d/1YvitT0X4Tb-l5oC_l07VgFcqDyEbs7ZnQCAw1WvijLg/edit) [**Goals worksheet**](https://docs.google.com/document/d/1YvitT0X4Tb-l5oC_l07VgFcqDyEbs7ZnQCAw1WvijLg/edit)  https://sites.googl e.com/a/fonddulac.k12.wi.us/curri culumresources/pleresources/~~smart~~plc~~goals~~resources/smartgoals    **Internship and** **Voluntary** **Opportunities**<http://nysinternships.cs.ny.gov/nnyl/>[Skills to Pay the Bills-Soft Skills #4:](https://youtu.be/ZcOCJbvUY-w)NetworkingVide[o:](https://youtu.be/ZcOCJbvUY-w) Career Exploration WorksheetJA Guest SpeakersJob Shadowing<https://youtu.be/ZcOCJbvUY-w> **Common Career Technical Core Standards Career Ready Practices**[https://www.careertech.org/career~~ready~~ready-practices](https://www.careertech.org/career-ready-practices)   1. Act as a responsible and contributing citizen and employee    7. Employ valid and reliable research strategies    10. Plan education and career paths aligned to personal goals  Xello | * Create journal entries  reporting and reflecting on information and steps taken in researching careers.

  * Take an online assessment of skills needed for future jobs and education.

  * Create a presentation of the career paths related to self-assessment education and training requirements and opportunities for career pathways.
* Use PowerPoint, Sway or poster.

  * Create a career plan with short-, mid-, and long-term career goals.(xello)
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| **Time Frame** | **Performance Indicators/Standards** | **Learning Targets/Objectives** | **Texts/Suggested Resources/Activities** | **Assessments** |
| Weeks 2-3 | **New York State CDOS Standards:**      **Standard 1**:      Career Development       Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.    **Standard 2:**     Integrated Learning    Students will demonstrate how academic knowledge  and skills are applied in the workplace and other settings.    **Standard 3a:**      Universal Foundation      Skills    Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.     | 1. **Sources of Job Opportunities**

 How do you secure the position you want? a. Explain the various sources of job  opportunities (job websites, networking, internships, help wanted signs, work-based learning opportunities, public and private employment agencies, job fairs, and print media)    1. Describe the role each of the above sources plays in the job search
2. Explain how work-based learning experiences in high school can spark career interest and foster professional networking

  1. **Job Applications**

  1. Describe and compile the information required for job applications

  1. Develop materials to respond to  online job postings

  1. **Resume and Cover Letters**

Distinguish between the content for resumes and cover letters   b. Differentiate personal qualities/skills that are included in resumes and cover letters  Proof-read and review sample resumes and cover letters    1. **Interviewing**
2. Identify the skills to create a good first impression, either on the internet or face to face
3. Review telephone, internet, and  face-to-face interview strategies to  best showcase qualifications
4. Describe what “dress for success” means for various types of positions
5. Discuss ways information gathered during a job interview can influence the decision to accept a position

  1. **After the interview**
2. Discuss reasons job seekers should  engage in follow-up communication with interviewers
3. Identify points to include in a follow-up letter or phone call
4. Evaluate sample interview follow-up communications
5. **Career Portfolios**
6. Define what a career portfolio is and what might be included in it
7. Investigate ways that components of  portfolios vary across careers
8. Develop ways to edit portfolio contents to match requirements for advertised positions

  **Job Selection – Deciding on a Job**   1. Describe criteria for evaluating job  offers
2. Identify factors that determine whether to accept or decline a job offer

  1. Discuss effective strategies for  handling rejection

     | **Naviance:** [https://succeed.naviance.com](https://succeed.naviance.com/)   **Next Gen-Personal Finance; Career Unit**<https://www.ngpf.org/curriculum/career/>   Link: [How to Create a Resume](https://bigfuture.collegeboard.org/explore-careers/careers/how-to-create-your-resume)   Link: [Resume Generator](http://www.readwritethink.org/files/resources/interactives/resume_generator/)   Link:[Cover Letters](https://edu.gcfglobal.org/en/coverletters/crafting-your-cover-letter/1/)   Link:[Job Search & Networking](https://edu.gcfglobal.org/en/jobsearchandnetworking/)   [LinkedIn Tips for High School Students:](https://www.linkedin.com/pulse/linkedin-tips-high-school-students-judy-schramm)   Site: [Snag A  Job](https://www.youtube.com/channel/UCveMSI4PBYCMGlWAOm4WWGQ) \*\* this Youtube Channel is an excellent source for interviewing, searching etc.   Video: [What Not to](https://www.youtube.com/watch?v=bQRXpKUKT7k) [Wear to an  Interview](https://www.youtube.com/watch?v=bQRXpKUKT7k) [(Teens)](https://www.youtube.com/watch?v=bQRXpKUKT7k)   Video: [First Job](https://www.youtube.com/watch?v=UeOIb6s0pVM) [Interview](https://www.youtube.com/watch?v=UeOIb6s0pVM)   Video:[7 Body Language](https://www.youtube.com/watch?v=PCWVi5pAa30) [Tips (](https://www.youtube.com/watch?v=PCWVi5pAa30)Microsoft)    **NYS Department of** **Labor - Job Search Tips**http://www.labor.ny.gov /careerservices/findajob/ search-tips.shtm    **NYS Work Based Learning Manual**https://www.p12.nysed. gov/cte/wbl/home.html    [Employers Want to See These Attributes on](https://www.naceweb.org/talent-acquisition/candidate-selection/employers-want-to-see-these-attributes-on-students-resumes/) [Students’ Resumes](https://www.naceweb.org/talent-acquisition/candidate-selection/employers-want-to-see-these-attributes-on-students-resumes/)    XELLO  | * Review a resume and cover letter using the format and focus appropriate for a specific position.
* Compile a list of resources available to promote a personal job search.

  * Develop a cover letter targeted to an actual job listing.

  * Participate in an interview
* Complete job  applications either online or hard copy.
* Write a sample interview follow-up communication.

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| **Time Frame** | **Performance Indicators/Standard** | **Learning Targets/Objectives** | **Texts/Suggested Resources/Activities** | **Assessments** |
| Week 4 | **New York State CDOS Standards:**      **Standard 1**:      Career Development       Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.    **Standard 2:**     Integrated Learning    Students will demonstrate how academic knowledge  and skills are applied in the workplace and other settings.    **Standard 3a:**      Universal Foundation      Skills    Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.     | 1. **Types of Communication and**

**Impact of Technology on Society**  What digital communication knowledge and communication skills are necessary to achieve global competence?    1. Define oral, written, and unspoken (body language) communication
2. Assess the different uses of today's communication technology

c.Identify ways to demonstrate respect for intellectual property, personal privacy, and information security             1. Discuss the role social media plays in personal and business communication

  1. **Forms and Uses of Business**

**Communications and Technology** 1. Demonstrate how to produce  letters, memos, and emails  correctly for the workplace

 Explain how communications may differ based on different audiences  . Develop the technical and           interpersonal skills to access and           assess technology effectively    1. **Social Media**
2. Describe email etiquette
3. Explain how social networking can  be helpful or harmful in the workplace

  1. Define texting and instant messaging and how they are used effectively in the workplace
2. Describe how blogs, Instagram, facebook and other social media can be beneficial to one’s career and how they can be harmful if used inappropritely.

  1. **Digital Footprint**
2. Explain the ethics of social media  and communications and how they benefit businesses
3. Define digital footprint
4. Describe the difference between a  professional and an unprofessional digital footprint
5. Explain what their digital footprint says about them and how it defines them Describe the importance of online privacy and professionalism

  Explain why updating privacy settings is important   | **Global CTE Toolkit**  **New Innovations that Could Change the World** [http://www.brookings.e du/techtank/10-new~~innovations~~-~~innovations~~that-~~couldthat~~change-the~~could~~change-~~worldthe~~-world](http://www.brookings.edu/techtank/10-new-innovations-that-could-change-the-world)      Elevator Pitch Handshakes Body Language  Soft Skills <https://share.nearpod.com/HkOVNhXnpib> 1. Dressing for Success…having dialogue and showing videos of what to and what not to wear

  | * Review resumes and  cover letters for a specific job or internship
* Create flyers to assist in promoting events at school or in the community
* Create an "elevator pitch" for a specific purpose demonstrating concise and    convincing  language Project: working in small groups, have students identify an emerging technology and report on its potential influence on society.

  * Project: working in small groups, have students find, read about, and reflect on cases involving intellectual property disputes.

**Presentations/****PowerPoint, etc** |

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| **Time****Frame** | **Performance Indicators/Standards** | **Learning Targets/Objectives** | **Texts/Suggested Resources/Activities** | **Assessments** |
| Weeks 5-11 | **New York State CDOS Standards:**      **Standard 1**:      Career Development       Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.    **Standard 2:**     Integrated Learning    Students will demonstrate how academic knowledge  and skills are applied in the workplace and other settings.    **Standard 3a:**      Universal Foundation      Skills    Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.     | 1. **Career Readiness Skills** **(Transferrable Skills)**How can career readiness skills ensure success in employment and in life? What is the difference between a job ancarrecad a career?      a. Identify career readiness skills  (e.g., critical thinking, problem solving, decision making,        communication)             a1: Personal Skills  * Adaptability IntegrityProfessionalism Responsibility Self -Motivation Work Ethic

          a2: Workplace Skills   * Communication Decision Making Leadership  Multicultural Sensitivity & Awareness  Planning, Organizing & Managing  Teamwork

           a3: Technical Skills  * Service Learning  Professional Development (also a standalone Unit of Study)
1. Explain how career readiness skills contribute to success in a variety of career and life settings

  1. Reflect on experiences that provide opportunities to gain and/or strengthen career readiness skills

  1. Explain why career readiness skills are also referred to as transferable skills

  2. **Self-Advocacy**   1. Define the term “self-advocacy” as it relates to success in a variety of career and life settings

  1. Identify and discuss strategies to overcome obstacles and challenges to success in a variety of career and life settings  Explain how self-advocacy can assist in reaching short-, mid-, and long-term goals
 | **U.S. Department of** **Labor Office of** **Disability Services**www.dol.gov/odep/topi[cs/youth/softskills/softskills.pdf](http://www.dol.gov/odep/topics/youth/softskills/softskills.pdf)   **Administration for Community Living**[www.acl.gov/programs](http://www.acl.gov/programs/empowering-advocacy/self-advocacy-programs) [/empowering~~advocacy/self~~advocacy~~/self~~advocacy-programs](http://www.acl.gov/programs/empowering-advocacy/self-advocacy-programs)   [http://cteed.gov/employabilityskills/](http://cte.ed.gov/employabilityskills/)   [Employability Profile](http://www.p12.nysed.gov/specialed/publications/CDOScredential-att4.pdf)   [**SkillsUSA Career**](https://drive.google.com/drive/folders/1ad22ZkmSpdXhE16HpA7bGwWM6pa2YqWx?usp=sharing) [**Essentials Lesson**](https://drive.google.com/drive/folders/1ad22ZkmSpdXhE16HpA7bGwWM6pa2YqWx?usp=sharing) [**Plans for Personal Skills, Workplace**](https://drive.google.com/drive/folders/1ad22ZkmSpdXhE16HpA7bGwWM6pa2YqWx?usp=sharing) [**Skills & Technical**](https://drive.google.com/drive/folders/1ad22ZkmSpdXhE16HpA7bGwWM6pa2YqWx?usp=sharing) [**Skills**](https://drive.google.com/drive/folders/1ad22ZkmSpdXhE16HpA7bGwWM6pa2YqWx?usp=sharing) Guest SpeakersField Trips | * demonstrate  understanding of career readiness skills by identifying which skills would be helpful in school and workplace settings.
* Research and  complete a survey to self-evaluate career readiness skills and then:

Identify strengths  and weaknesses –Identify obstacles and challenges that create barriers to one’s owns success        -Create a plan to identify and strengthen career readiness skills that will assist in  overcoming those challenges.    Have students research self-advocacy resources and apply strategies to a career  situation.   |

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| **Time****Frame** | **Performance Indicators/Standards** | **Learning Targets/Objectives** | **Texts/Suggested Resources/Activities** | **Assessments** |
| Week 12 | **New York State CDOS Standards:**      **Standard 1**:      Career Development       Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.    **Standard 2:**     Integrated Learning    Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.    **Standard 3a:**      Universal Foundation      Skills    Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.       | 1. **Financial Goals**

 How can a budget be developed that aligns with future goals? 1. Identify reasons to create financial goals

  1. Identify characteristics that provide meaningful goal direction: SMART  (Specific, Measurable, Attainable, Realistic, Time Frame)

  1. **Purpose of a Budget**
2. Explain the value of having spending plan/budget
3. Recognize the importance of regularly reviewing a budget
4. Determine how savings and charitable giving fit into a budget

  1. **Budget Factors**
2. Describe limited resources
3. Evaluate needs vs. wants

  1. Distinguish between fixed and variable expenses
2. Examine various examples of opportunity costs and how they impact a budget

   | [www.everfi.com](http://www.everfi.net/)   **U.S. Department of Education: Budgeting** **for College** [http://studentaid.ed.gov/ sa/prepare-for~~college/budgeting~~college/budgeting](http://studentaid.ed.gov/sa/prepare-for-college/budgeting)   **U.S. Small Business Administration:** **Building a Business Budget Blog**   [**Next Gen Personal**](https://www.ngpf.org/) [**Finance**](https://www.ngpf.org/)  **Salary-based Budget:**[https://docs.google.com/ presentation/d/1BrZ6ym](https://docs.google.com/presentation/d/1BrZ6ymAb-2iNoG5dhKL_Aer9wLdyLKm2b4Z9QcNgHTU/edit#slide=id.g3909b3448_050) [Ab-](https://docs.google.com/presentation/d/1BrZ6ymAb-2iNoG5dhKL_Aer9wLdyLKm2b4Z9QcNgHTU/edit#slide=id.g3909b3448_050) [2iNoG5dhKL\_Aer9wLd yLKm2b4Z9QcNgHTU/ edit#slide=id.g3909b344](https://docs.google.com/presentation/d/1BrZ6ymAb-2iNoG5dhKL_Aer9wLdyLKm2b4Z9QcNgHTU/edit#slide=id.g3909b3448_050) [8\_050](https://docs.google.com/presentation/d/1BrZ6ymAb-2iNoG5dhKL_Aer9wLdyLKm2b4Z9QcNgHTU/edit#slide=id.g3909b3448_050)     Guest Speakers Field Trips | **Project of goal setting and budgeting:**   * Identify short-, mediumand longterm financial goals using the SMART process.

  * Create a spreadsheet for a balanced budget.

  * Develop a budget to achieve a specific goal (e.g., purchasing a car, renting an apartment, paying for college).

  * Identify strategies to adjust the budget for unplanned events.

  **Project for Income, Expenses and Budgeting:**   * Develop a one- to two-month history of tracking income and expenses prior to creating a budget.
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| **Time Frame** | **Performance Indicators/Standards** | **Learning Targets/Objectives** | **Texts/Suggested Resources/Activities** | **Assessments** |
| Week 13 | **New York State CDOS Standards:**      **Standard 1**:      Career Development       Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.    **Standard 2:**     Integrated Learning    Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.    **Standard 3a:**      Universal Foundation      Skills    Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.       | 1. **History of Money**

 What are the skills, knowledge, and competencies that contribute to financial responsibility?  1. **Financial Service Providers**
2. Identify various banking options such as commercial banking, credit unions, etc.

  1. Explain how financial institutions  make money from consumer  lending

  1. **Checking Accounts**

  1. Describe how to open &manage both manual & electronic checking &savings accounts
2. Identify the proper use of a debit card and ATM card

  1. Identify the importance of  maintaining good financial records (check register,electronic records and reconciliation statements)

4. **Savings Accounts**   1. Explain the features of different savings plans

  1. Describe overdraft protection

  | [www.everfi.com](http://www.everfi.net/)   **Federal Financial** **Literacy and** **Education Commission** **Nearpod**  Saving, investing <https://share.nearpod.com/e/KkiVqBUi7gb>  Forms of Payment <https://share.nearpod.com/e/zeHPjQej7gb>  Managing Credit <https://share.nearpod.com/e/IVQ7YCjj7gb>      | * Investigate several banks’ offerings and open a savings account.

  * Provide students with a list of income (checks, cash) and expenses for a month. Students will write checks, make deposits, and keep track of both of them in a checkbook register.

  * Have students reconcile a bank statement with the corresponding check register balance.

  * Compare and contrast banking options such as commercial

     banking, credit unions,       etc |

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| **TimeFrame** | **Performance Indicators/Standards** | **Learning Targets/Objectives** | **Texts/Suggested Resources/Activities** | **Assessments** |
| Week 14-15 | **New York State CDOS Standards:**      **Standard 1**:      Career Development       Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.    **Standard 2:**     Integrated Learning    Students will demonstrate how academic knowledge  and skills are applied in the workplace and other settings.    **Standard 3a:**      Universal Foundation      Skills    Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.       | 1. **Sources of Credit**

How can students establish a credit history and protect themselves from identity theft?   1. Identify the businesses where credit is offered: banks, credit unions, investment firms, retailers, finance companies, tax preparers, pay day loans, government agencies, colleges, consumer finance  companies, credit card companies, mortgage brokers, etc.
2. Describe the differences in the  structure, options, and possible  consequences of borrowing from the various sources

  1. **Different Loan Types**
2. Identify and describe the various   types of credit: credit card, student loan, car loan, personal loan, mortgages, business loan
3. Define secured loans (give forms   and examples of collateral), unsecured loans, subsidized and unsubsidized loans, co-signed loans and joint credit vs. individual  credit, balloon payments, and ARM

  (adjusted rate mortgage)  1. **Getting Credit**
2. Review the types of loan applications and information required for approval: income; length at job; FICO (Fair Isaac Corp.) score; debt-to-loan ratio; collateral; down payment; co-signers or guarantors
3. Explain five C’s of credit that  determine credit worthiness of potential borrowers:  Character (integrity); Capacity (sufficient money to pay for  obligations); Collateral (assets to secure the debt); Capital (net worth); Conditions (of the borrower and the overall economy)
4. **Risks Associated with Credit**
5. Definedefault/foreclosure/repossession, overspending, bankruptcy, poor credit decisions, student loan debt
6. Discuss the pitfalls of failing to   compare and evaluate interest rates, length of the loan, and total cost of the loan over the payment period
7. **Understanding Credit Cards**

  1. Describe the difference between a  debit card and credit card
2. Explain the advantages vs. disadvantages of using a credit card
3. Explain how balance transfers affect credit
4. Discuss the true cost of purchases when making only the minimum payment on a credit card statement

  1. **Credit Card Options and** **Protections**
2. Identify various options associated with credit cards (prepaid cards, store credit cards, bank credit  cards).
3. Define terms associated with credit cards (cash advances, credit limit, minimum amount due, grace period, late fee, finance charge)
4. Identify components associated  with cash advances
5. Develop the ability to read, understand, and interpret credit card bills/statements
6. Recognizeconsumer protections  provided by federal legislation:
* Issuers must give card account    holders “a reasonable amount of   time” to make payments on monthly bills
* Credit card bills must arrive at least 21 days before the end of the grace period
* Fees charged must be reasonable and proportional
* Over-limit fees must be addressed
* Interest rates on new transactions (not pre-existing balances) can increase only after the first year
* Significant changes require 45    days of advance notice
* Holders must be at least 21 years old unless they have adult  co-sign

  * Credit card companies must stay at least 1,000 feet from college campuses if they are offering gifts to entice students to apply
* Card issuers cannot raise the APR (annual percentage rate) automatically when the cardholder fails to make a  payment on another card
* Issuers need to clearly disclose all information and rates

  7. **Identity Theft and Security**   1. Develop skills necessary to avoid identity theft and maintain identity security
2. Identify and promote good  practices for privacy, security, and online safety
3. Identify strategies to avoid identity   Theft(wallet, debit card, driver's license)
4. Identify various kinds of consumer fraud

      | **Next Gen Personal** **Finance**   Financial Pitfalls  [Family and Money](https://docs.google.com/document/d/1x4Ub9jBUnpN6KBMQjU4cYpNVPH9CZ5CZdGrM_EGlZ9M/edit) [https://www.apa.org/topics/money/family](https://docs.google.com/document/d/1x4Ub9jBUnpN6KBMQjU4cYpNVPH9CZ5CZdGrM_EGlZ9M/edit)    **Consumer** **Information from the** **Federal Trade Commission**https://www.consumer. ftc.gov/topics/creditand-loans    **Student Aid** **Information from the** **U.S. Department of Education** [https://studentloans.gov /myDirectLoan/index.a](https://studentloans.gov/myDirectLoan/index.action) [ction](https://studentloans.gov/myDirectLoan/index.action)   **Consumer Protection** **Information from the** **Federal Deposit** **Insurance Corporation**[https://www.fdic.gov/c onsumers/assistance/pr otection/creditreport.ht](https://www.fdic.gov/consumers/assistance/protection/creditreport.html) [ml](https://www.fdic.gov/consumers/assistance/protection/creditreport.html) **Federal Government of USA** [https://www.USA.gov/](https://www.usa.gov/credit) [credit](https://www.usa.gov/credit)      Payday Loans <https://share.nearpod.com/e/uKEFXFbj7gb> **Guest Speakers** **Field Trips** | * Compare and contrast types of loans based on types of purchases.

  * Research the cost of a typical house in your community. What is

  the required down payment? What are mortgage rates and how much will the   house cost if paid over20 years? 30 years?    * Research how consumers are protected from identity theft and how they can protect themselves.

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| **TimeFrame** | **Performance Indicators/Standards** | **Learning Targets/Objectives** | **Texts/Suggested Resources/Activities** | **Assessments** |
| Week 16-17 | **New York State CDOS Standards:**      **Standard 1**:      Career Development       Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.    **Standard 2:**     Integrated Learning    Students will demonstrate how academic knowledge  and skills are applied in the workplace and other settings.    **Standard 3a:**      Universal Foundation  Skills    Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.  **Technical Core** **Standards** **Career Ready Practice**    3. Attend to personal health and financial wellbeing  Utilize critical thinking to make sense of problems and persevere in solving them Modelintegrity,ethical  leadership, and effective management   Use technology to enhance productivity   |  1. Explain strategies for earning interest and the benefits of doing so

  1. Identify ways to reduce the cost of   borrowing money

  * Making a larger down payment
* Shopping for lower interest rates
* Borrowing for a shorter period of  time

  3. **Credit Scores** 1. Explain FICO (Fair Isaac Corp.), which started the credit score system, and why is it important
2. Describe the implications of a low vs. high credit score for securing a loan

  1. Explain the steps to improve one’s credit score

  1. Recognize the factors that have a negative impact on credit score

      | **U.S. Securities** **Exchange Commission:** **Financial Planning Tools**     **U.S. Consumer** **Financial Protection** **Bureau: Interest** **Rates** [https://www.consume rfinance.gov/owning~~a-ahome/explore-rates/~~home/explorerates/](https://www.consumerfinance.gov/owning-a-home/explore-rates/)   <https://share.nearpod.com/eS7XiJI3pib>  Time management Nearpod   | * Using examples of

loans, have students calculate simple interest, I=PRT.    * Expose students to credit statements and other statements  that contain the APR, initial fees, late fees, non-payment fees, and other

       relevant information to compare the cost of credit (money) from various sources         for specific purposes.    * In small groups, have students examine three or four credit card offers and   evaluate the differences
* Invite a banking professional to speak about the cost of money and the

       importance of building and maintaining a high credit score.    Working in groups, have students investigate car purchase options, home purchase options, apartment rentals, as well as other major purchasing options  |

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| **TimeFrame** | **Performance Indicators/Standards** | **Learning Targets/Objectives** | **Texts/Suggested Resources/Activities** | **Assessments** |
| Weeks 18-19 | **New York State CDOS Standards:**      **Standard 1**:   Career Development  Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.    **Standard 2:**  Integrated Learning    Students will demonstrate how academic knowledge  and skills are applied in the workplace and other settings.    **Standard 3a:**      Universal FoundationSkills    Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.       | 1. Stock Market investing How can investing can help you earn money? Knowing the risks involved? When to buy/sell a Stock? Understanding Mutual Funds

   1. Define the major concepts of the stock market and explain the  methods of obtaining stock

  1. Explain the major concept of how to invest properly

  1. Calculate the cost of stock and how to predict the increase value.
2. Explain the consequences of not researching companies before investing
3. Identify major stock companies
4. Compare and contrast different stock market jobs within a company.
5. Compare insurance companies and  insurance brokers
6. Determine stock market needs, decide
7. what is affordable, and compare  costs

**Purchasing Insurance**   Determine major insurance terms           1. **Types of Insurance**

**Vehicle Insurance** 1. Explain necessity and regulations required by state laws.
2. Identify factors affecting cost of  insurance such as age, gender, marital status, type of car, cost of  repairs, mileage, location, law enforcement, driving record and claims made

c.Explore optional coverages such as  bodily injury, liability, comprehensive, collision, and  umbrella coverage    1. Explain the consequences of not  having required insurance
2. Explore strategies to reduce the  cost of vehicle insurance, such as   increasing the deductible, reducing coverage, garaging the vehicle,  installing alarms, taking a driver   education course, or avoiding submitting small claims

**Health and life Insurance** 1. Explain the purpose and need for  health insurance
2. Compare and contrast working for a company that offers health and life insurance.

**Property Insurance /** **Other Insurance Products** 1. Explain the purpose and need for property insurance
2. Define terms of property insurance, such as: renters, homeowners, and   mortgage insurance
3. Explore additional insurance options, such as: travel, mobile and electronic devices, disability, and long-term care
4. Explore consequences for opting out of insurance protection

      | **Government Health Care** [https://www.healthcar e.gov/](https://www.healthcare.gov/)   **NYS Department of Motor Vehicles** <https://dmv.ny.gov/>   **NYS Department of Financial Services:** **How to Shop for Car Insurance**[https://www.dfs.ny.go v/consumer/auto/aut o1216.htm](https://www.dfs.ny.gov/consumer/auto/auto1216.htm)   INext Gen Insurance Assessments:     STOCK MARKET RESOURCES  | * Give small groups of students different scenarios and have them complete a stock market worksheet

  * Using an activity  on buying/leasing a vehicle, have students research and calculate the cost of insurance for the chosen vehicle.

  Choose a specific kind of insurance and investigate the cost of that insurance offered by various companies.   |

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| **TimeFrame** | **Performance Indicators/Standards** | **Learning Targets/Objectives** | **Texts/Suggested Resources/Activities** | **Assessments** |
| Week 20 | **New York State CDOS Standards:**      **Standard 1**:      Career Development       Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.    **Standard 2:**     Integrated Learning    Students will demonstrate how academic knowledge  and skills are applied in the workplace and other settings.    **Standard 3a:**      Universal Foundation      Skills    Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.  **Common Career** **Technical Core** **Standards** **Career Ready Practice**   1. Act as a responsible and contributing citizen and  employee

  1. Apply appropriate  academic and technical skills
2. Attend to personal health and financial wellbeing
3. Communicate clearly and effectively and with reason
4. Consider the environmental, social and economic impacts of  decisions
5. Employ valid and reliable research strategies
6. Utilize critical thinking to make sense of problems and persevere in solving them
7. . Work productively in teams while using cultural global competence

   | 1. **Purpose of Taxes What roles do taxes have in personal and public budgets?**
2. Recognize the reasons that taxes are collected
3. Explain how municipalities and federal government collect and utilize taxes
4. **Employment (Payrol l) Tax Forms:**

 **W-2 and W-4** 1. Describe the advantages of payroll or employment taxes
2. Define exemptions and dependents and explain how they affect income taxes
3. Compare adjustable gross income and taxable income
4. **Sales and Other Taxes**
5. Explain why sales taxes vary by location and how they impact consumerism

Define other types of taxes and  their purpose, such as propert  taxes, luxury taxes, estate taxes  1. **Tax Reporting**
2. Explain income taxes and how they are reported and calculated
3. Distinguish among tax forms such as 1040, 1040EZ, and 1099

  1. **Tax Returns for the Internal** **Revenue Service (IRS)**
2. **Identify how to file taxes**

   | **USA.gov/taxes**[https://www.usa.gov/t axes](https://www.usa.gov/taxes)   **Internal Revenue Services** <https://www.irs.gov/>   [https://apps.irs.gov/a pp/understandingTax](https://apps.irs.gov/app/understandingTaxes/student/index.jsp) [es/student/index.jsp](https://apps.irs.gov/app/understandingTaxes/student/index.jsp)   **NYS Department of** **Taxation and Finance** https://www.tax.ny.go[v/](https://www.tax.ny.gov/) Call in a Guest Speaker/Accountant to explain taxes   | * Complete a W-4 employment form.

  * Complete a 1040EZ using W2 information

  * Calculate sales tax for specific products purchased in different  locations.

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