

# Unit 5-Financial Planning/Budgeting

Content Area: **TEMPLATE**  
Course(s):  
Time Period: **Full Year**  
Length: **Type Length of Unit**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

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The Transition Education course is designed to provide students with the necessary skills needed to be successful when leaving high school and entering the adult world. Students will have the opportunity to continue developing their employability skills by engaging and exploring different career options. Students will develop a better knowledge of their strengths and their weaknesses through their job experiences. The goal is to provide a variety of hands-on learning opportunities to help students discover their future career goal while becoming as successful and as independent as they can in today's society.

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

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### Financial Planning/Budgeting

#### Essential Questions:

- When should I start planning financially, and how is it best to do so?
- What is 'real world math'?
- Why do some people prefer in-person banking vs online banking?
- how will my spending affect my overall well-being?

#### Enduring Understandings:

- Financial choices have costs, benefits and consequences
- 'Real World' math can provide authentic ways to understand and use math concepts regarding finances
- Budgets can be used to handle finances responsibility

## **CONTENT AREA STANDARDS**

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MA.K-12.4.5.2	Use calculators, manipulatives, computers, and other tools to solve math problems in real life situations.
MA.K-12.4.8.1	Use mathematical operations to solve problems in the context of everyday situations (e.g., shopping, banking).

## **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

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A budget is a plan that helps an individual obtain his/her financial goals.

PFL.9.1.2.PB.1

Determine various ways to save and places in the local community that help people save and accumulate money over time.

Saving money is a habit that can be developed.

PFL.9.1.2.PB.2

Explain why an individual would choose to save money.

## **STUDENT LEARNING TARGETS**

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Refer to the 'Declarative Knowledge' and 'Procedural Knowledge' sections.

### **Declarative Knowledge**

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Students will understand that:

- How career choices impact financial income
- How responsible financial management can assist in financial security
- Resources to responsibly manage their finances (banking services, credit, debit cards, etc....)
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### **Procedural Knowledge**

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Students will be able to:

- Make responsible financial decisions
- Keep and maintain accurate financial records
- Understand and use banking services that meet specific financial needs
- Use a budget to maintain finances

## **EVIDENCE OF LEARNING**

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Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

### **Formative Assessments**

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Videos

Websites-NJCAN

Checklist

Rubrics

Role-play

Class discussion

Class participation

Teacher Observation

Class Projects

Weekly Journals

Guest Speakers

### **Summative Assessments**

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Student Portfolio: Resume, Cover Letter, Letters of Recommendation, Awards, Certificates, School Transcripts, Personal Plan for Post-Secondary Goals, Work Based Learning Experience Evaluations

### **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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Internet

Websites

Youtube videos

Self-made materials

NJCAN

Guest Speakers

Field Trips

## **INTERDISCIPLINARY CONNECTIONS**

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ELA/Literacy

Technology

Mathematics

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.