

HMS 6-8 Financial Literacy Standards/Curriculum

NJSLS Content Area: 21st Century Life and Careers

<https://www.state.nj.us/education/cccs/2014/career/91.pdf>

Strand A: Income & Careers

<i>By the end of Grade 8, students will be able to:</i>	
9.1.8.A.1	Explain the meaning and purposes of taxes and tax deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay.
9.1.8.A.2	Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.
9.1.8.A.3	Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.
9.1.8.A.4	Relate earning power to quality of life across cultures.
9.1.8.A.5	Relate how the demand for certain skills determines an individual's earning power.
9.1.8.A.6	Explain how income affects spending decisions.
9.1.8.A.7	Explain the purpose of the payroll deduction process, taxable income, and employee benefits.

Lesson Ideas: instead of lesson ideas order them for grades 6-8. This is mandatory. The word idea suggest “can do” as opposed to “will do”. And they’re excellent lessons

“What’s the Big Deal About Taxes?”

<https://www.state.nj.us/education/cccs/2014/career/91.pdf>

<https://docs.google.com/document/d/1GvfbnlZh5MRuQoYaihnSYkCYOFnrgePpp53Rsd71gyY/edit> (Teacher notes)

“Do You Know the Job Possibilities?”

<https://docs.google.com/document/d/1qt5v1f0YJqQivZbE5rT7ty6sTFKegUIz0YXu4JC7E1k/edit>

https://docs.google.com/document/d/14_jHiduAhW_gm97EQumXbE_wyvO3rJrGbO3DjJvOTSo/edit (Teacher notes)

“Run a Lemonade Stand”

<https://docs.google.com/document/d/15WV78hZXrMyOKLVpejrhiBUNPAMxWWe4cCAkzFtyOMk/edit>

<https://docs.google.com/document/d/1GkaBkdznmgAlSa1fAKiiY7RGoDBqmOUvDAEcLeXQ8Ek/edit?usp=sharing> (Teacher notes)

Strand B: Money Management

<i>By the end of Grade 8, students will be able to:</i>	
9.1.8.B.1	Distinguish among cash, check, credit card, and debit card.
9.1.8.B.2	Construct a simple personal savings and spending plan based on various sources of income.
9.1.8.B.3	Justify the concept of “paying yourself first” as a financial savings strategy.
9.1.8.B.4	Relate the concept of deferred gratification to [investment,] meeting financial goals, and building wealth.
9.1.8.B.5	Explain the effect of the economy on personal income, individual and family security, and consumer decisions.
9.1.8.B.6	Evaluate the relationship of cultural traditions and historical influences on financial practice.
9.1.8.B.7	Construct a budget to save for long-term, short-term, and charitable goals.
9.1.8.B.8	Develop a system for keeping and using financial records.
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).
9.1.8.B.10	Justify safeguarding personal information when using credit cards, banking electronically, or filing forms.
9.1.8.B.11	Evaluate the appropriate financial institutions to assist with meeting various personal financial needs and goals.

Lesson Ideas: same as above. Let’s group them for grade level. I will then expect the teachers to note in their plans.

Question: should we add a time line?

“Why Do Celebrities Go Bankrupt?”

<https://docs.google.com/document/d/1DEJcG7ZjHtO3c7FOgy77BJffDcZhUnAojfYnlQ9Huik/edit>

https://docs.google.com/document/d/1vtCvqEQnjH5_7i0meSuAwFK9unCChlKeG7hL67_BnXI/edit (Teacher notes)

Strand C: Credit and Debt Management

<i>By the end of Grade 8, students will be able to:</i>	
9.1.8.C.1	Compare and contrast credit cards and debit cards and the advantages and disadvantages of using each.
9.1.8.C.2	Compare and contrast the financial products and services offered by different types of financial institutions.
9.1.8.C.3	Compare and contrast debt and credit management strategies.
9.1.8.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.
9.1.8.C.5	Calculate the cost of borrowing various amounts of money using different types of credit (e.g., credit cards, installment loans, mortgages).
9.1.8.C.6	Determine ways to leverage debt beneficially.
9.1.8.C.7	Determine potential consequences of using “easy access” credit (e.g., using a line of credit vs. obtaining a loan for a specific purpose).
9.1.8.C.8	Explain the purpose of a credit score and credit record, and summarize borrowers’ credit report rights.
9.1.8.C.9	Summarize the causes and consequences of personal bankruptcy.
9.1.8.C.10	Determine when there is a need to seek credit counseling and appropriate times to utilize it.

Lesson Ideas:

“Payback Middle School Edition”

https://docs.google.com/document/d/1f2lInrIHycUZgF4hloOI2_rtoRZuZMJlrzvueJYx6c4/edit?usp=sharing

https://docs.google.com/document/d/1tnRROnVVA23iQT8w7Q4G9_W2AMfCV0hQfCZRNL2ON2g/edit (Teacher notes)

“Cat Insanity”

https://docs.google.com/document/d/1dkul2DnhNLMroEGYAxXA_ZjUG6rCAi-7Az_STYmJHgA/edit

https://docs.google.com/document/d/1DHwcYW3rBlcYEGDh0pviWEkCVK7_EujVolBskkbZUeo/edit (Teacher notes)

Strand D: Planning, Saving, and Investing

<i>By the end of Grade 8, students will be able to:</i>	
9.1.8.D.1	Determine how saving contributes to financial well-being.
9.1.8.D.2	Differentiate among various savings tools and how to use them most effectively.
9.1.8.D.3	Differentiate among various investment options.
9.1.8.D.4	Distinguish between income and investment growth.
9.1.8.D.5	Explain the economic principle of supply and demand.

Lesson Ideas:

“Why Save (for the winter)?”

<https://docs.google.com/document/d/1bEf5mE7WM18C1OQH7wGBRuSzeUEcUFEPHr9V79es5tw/edit?usp=sharing>

https://docs.google.com/document/d/1l_oR1cd2Knauth6YnBAXb5nL0ZVFc2TuxlFFwxJlCgY/edit (Teacher notes)

“Putting Earning, Saving, and Spending Together”

https://docs.google.com/document/d/1yVrwjFgag4SgKcg7Jsvu4gWa9BHCiZLCaQvma_KmMU_Y/edit

<https://docs.google.com/document/d/1vZnVqA0gXk4EJHuQRHrqzjq8oXC1fqXaTRqGvVg0bxl/edit> (Teacher notes)

Strand E: Becoming a Critical Consumer

<i>By the end of Grade 8, students will be able to:</i>	
9.1.8.E.1	Explain what it means to be a responsible consumer and the factors to consider when making consumer decisions.
9.1.8.E.2	Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so.
9.1.8.E.3	Compare and contrast product facts versus advertising claims.
9.1.8.E.4	Prioritize personal wants and needs when making purchases.
9.1.8.E.5	Analyze interest rates and fees associated with financial services, credit cards, debit cards, and gift cards.
9.1.8.E.6	Compare the value of goods or services from different sellers when purchasing large quantities and small quantities.
9.1.8.E.7	Evaluate how fraudulent activities impact consumers, and justify the creation of consumer protection laws.
9.1.8.E.8	Recognize the techniques and effects of deceptive advertising.

Lesson Ideas:

“What Do You Think is Valuable?”

https://docs.google.com/document/d/1jETMoc3oY1eSid-n_3-_HtQDfjkqmnOTCFkEAuy3DCw/edit

<https://docs.google.com/document/d/1e5qm6rU9syTQUHqFGFebaiXPhMVwyGTxkYA51qjQb5k/edit> (Teacher notes)

“Wants vs. Needs Middle School Edition” **similar to “What Do You Think is Valuable?” - maybe do one in 7th, one in 8th**

<https://docs.google.com/document/d/1220saYT0tMR6YZ0QjhPuvziQqygEtbpH7h7oJiliOk8/edit>

“Grocery Shopping with Unit Price” **great for 6th grade**

https://docs.google.com/document/d/1Cwbl0kXAkI0atEEmhV_a7vPBcQWN-mMPjrXvZTQEoxg/edit

<https://docs.google.com/document/d/1pAxPg3gDiy3Hn8-P5rpwYut5l1IG4ieRRdWc1yzvN-k/edit>
(Teacher notes)

Strand F: Civic Financial Responsibilities

<i>By the end of Grade 8, students will be able to:</i>	
9.1.8.F.1	Explain how the economic system of production and consumption may be a means to achieve significant societal goals.
9.1.8.F.2	Examine the implications of legal and ethical behaviors when making financial decisions.
9.1.8.F.3	Relate the impact of business, government, and consumer fiscal responsibility to the economy and to personal finance.

Strand G: Insuring & Protecting

<i>By the end of Grade 8, students will be able to:</i>	
9.1.8.G.1	Explain why it is important to develop plans for protecting current and future personal assets against loss.
9.1.8.G.2	Determine criteria for deciding the amount of insurance protection needed.
9.1.8.G.3	Analyze the need for and value of different types of insurance and the impact of deductibles.
9.1.8.G.4	Evaluate the need for different types of extended warranties.

Lesson Ideas:

“Spent Middle School Edition”

<https://docs.google.com/document/d/1GXZZ3w2PvVdkMe0ZNMZ0YM08VQlcejKFuxjecsHexyY/edit>

<https://docs.google.com/document/d/1tVsUomnJ85Ar6a40leKJIFCnnsXyhO2JYXadYnXOeE0/edit> (Teacher notes)