

Unit 2 Financial Literacy

Content Area: **CTE**
Course(s):
Time Period: **September**
Length:
Status: **Published**

Unit Overview

Career readiness, life literacies, and key skills education provide students with the necessary skills to make informed career and financial decisions. Students will be introduced to financial literacy through vocabulary, discussion, and scenarios. We will discuss the difference between debit and credit, the repercussions of bad financial decisions and the benefits of making good choices, budgeting, how to read a paycheck, and how to write a check. Students will be introduced to investing by participating in the Stock Market Game.

Enduring Understandings

- Bad financial decisions have lasting repercussions
- Planning for the future starts today
- Saving makes your money grow exponentially

Essential Questions

- How can you plan financially for the future now?
- How do you create a budget?
- Is "credit" a good thing or a bad thing?
- What is the difference between a want and a need?
- Where does all your money go?

Standards/Indicators

Act as a responsible and contributing community members and employee.

Demonstrate creativity and innovation.

Utilize critical thinking to make sense of problems and persevere in solving them.

Model integrity, ethical leadership and effective management.

Plan education and career paths aligned to personal goals.

Use technology to enhance productivity increase collaboration and communicate effectively

Work productively in teams while using cultural/global competence.

Attend to financial well-being.

Consider the environmental, social and economic impacts of decisions.

PFL.9.1.8.CR	Civic Financial Responsibility The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.
PFL.9.1.8.CR.3	Relate the importance of consumer, business, and government responsibility to the economy and personal finance.
PFL.9.1.8.CR.4	Examine the implications of legal and ethical behaviors when making financial decisions.
PFL.9.1.8.CDM	Credit and Debt Management There are strategies to increase your savings and limit debt.
PFL.9.1.8.CDM.1	Compare and contrast the use of credit cards and debit cards for specific purchases and the advantages and disadvantages of using each.
PFL.9.1.8.CDM.2	Demonstrate an understanding of the terminology associated with different types of credit (e.g., credit cards, installment loans, mortgages, lines of credit) and compare and calculate the interest rates associated with each. Credit management includes making informed choices about sources of credit and requires an understanding of the cost of credit.
PFL.9.1.8.CDM.3	Compare and contrast loan management strategies, including interest charges and total principal repayment costs.
PFL.9.1.8.CDM.4	Evaluate the application process for different types of loans (e.g., credit card, mortgage, student loans).
PFL.9.1.8.CP	Credit Profile There are strategies to build and maintain a good credit history.
PFL.9.1.8.CP.1	Compare prices for the same goods or services.
PFL.9.1.8.CP.2	Analyze how spending habits affect one's ability to save.
PFL.9.1.8.CP.3	Explain the purpose of a credit score and credit record, the factors and impact of credit scores.
PFL.9.1.8.CP.4	Summarize borrower's credit report rights. Credit history affects personal finances.
PFL.9.1.8.CP.5	Compare the financial products and services available to borrowers relative to their credit worthiness.
PFL.9.1.8.PB	Planning and Budgeting A budget aligned with an individual's financial goals can help prepare for life events.
PFL.9.1.8.PB.1	Predict future expenses or opportunities that should be included in the budget planning process.
PFL.9.1.8.PB.2	Explain how different circumstances can affect one's personal budget.
PFL.9.1.8.PB.3	Explain how to create budget that aligns with financial goals.
PFL.9.1.8.PB.4	Construct a simple personal savings and spending plan based on various sources of income and different stages of life (e.g., teenager, young adult, family).
PFL.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.
PFL.9.1.8.A.2	Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.
PFL.9.1.8.A.3	Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.
PFL.9.1.8.A.6	Explain how income affects spending decisions.
PFL.9.1.8.A.7	Explain the purpose of the payroll deduction process, taxable income, and employee benefits.
PFL.9.1.8.B.1	Distinguish among cash, check, credit card, and debit card.
PFL.9.1.8.B.2	Construct a simple personal savings and spending plan based on various sources of income.
PFL.9.1.8.B.4	Relate the concept of deferred gratification to [investment,] meeting financial goals, and building wealth.
PFL.9.1.8.B.5	Explain the effect of the economy on personal income, individual and family security, and consumer decisions.
PFL.9.1.8.B.7	Construct a budget to save for long-term, short-term, and charitable goals.
PFL.9.1.8.B.8	Develop a system for keeping and using financial records.
PFL.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).
PFL.9.1.8.B.10	Justify safeguarding personal information when using credit cards, banking electronically, or filing forms.
PFL.9.1.8.C.1	Compare and contrast credit cards and debit cards and the advantages and disadvantages of using each.
PFL.9.1.8.C.3	Compare and contrast debt and credit management strategies.
PFL.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.
PFL.9.1.8.C.8	Explain the purpose of a credit score and credit record, and summarize borrowers' credit report rights.
PFL.9.1.8.D.1	Determine how saving contributes to financial well-being.
PFL.9.1.8.D.3	Differentiate among various investment options.
PFL.9.1.8.E.1	Explain what it means to be a responsible consumer and the factors to consider when making consumer decisions.
PFL.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.
PFL.9.1.8.E.4	Prioritize personal wants and needs when making purchases.
PFL.9.1.8.G.2	Determine criteria for deciding the amount of insurance protection needed.
PFL.9.1.8.G.3	Analyze the need for and value of different types of insurance and the impact of deductibles.

Lesson Titles

Food Truck Frenzy

Stock Market Game

Finance Everfi

How to write a check

Balancing a checkbook

Game of Life

Career Readiness, Life Literacies, and Key Skills

	Taxes affect one's personal finances.
PFL.9.1.8.EG.1	Explain how taxes affect disposable income and the difference between net and gross income.
PFL.9.1.8.EG.2	Explain why various sources of income are taxed differently.
	There are government agencies and policies that affect the financial industry and the broader economy.
PFL.9.1.8.EG.3	Explain the concept and forms of taxation and evaluate how local, state and federal governments use taxes to fund public activities and initiatives.
	There are a variety of factors that influence how well suited a financial institution and/or service will be in meeting an individual's financial needs.
PFL.9.1.8.FI.1	Identify the factors to consider when selecting various financial service providers.
PFL.9.1.8.FI.2	Determine the most appropriate use of various financial products and services to borrow and access money for making purchases (e.g., ATM, debit cards, credit cards, check books, online/mobile banking).
PFL.9.1.8.FI.3	Evaluate the most appropriate financial institutions to assist with meeting various personal financial needs and goals.
	An individual's values and emotions will influence the ability to modify financial behavior (when appropriate), which will impact one's financial well-being.
PFL.9.1.8.FP.1	Describe the impact of personal values on various financial scenarios.
PFL.9.1.8.FP.2	Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.
PFL.9.1.8.FP.3	Explain how self-regulation is important to managing money (e.g., delayed gratification, impulse buying, peer pressure, etc.).
WRK.9.2.8.CAP.6	Compare the costs of post-secondary education with the potential increase in income from a career of choice.
WRK.9.2.8.CAP.7	Devise a strategy to minimize costs of post-secondary education.
WRK.9.2.8.CAP.8	Compare education and training requirements, income potential, and primary duties of at least two jobs of interest.
	Early planning can provide more options to pay for post-secondary training and employment.

Inter-Disciplinary Connections

LA.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
MA.8.EE.B.5	Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.
LA.RST.6-8.7	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
LA.RST.6-8.8	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
LA.RST.6-8.9	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
LA.RST.6-8.10	By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.

Equity Considerations

LGBTQ and Disabilities Mandate

Topic: Diverse lived experiences

Include scenarios depicting LGBTQ+ families managing joint finances, navigating legal changes related to marriage or adoption, or facing discriminatory practices in financial institutions.

Topic: Budgeting

Discuss how different factors, including disability-related expenses, healthcare costs, and potential discrimination in employment, can impact budgeting and financial planning. Explore resources and strategies for navigating these challenges.

Topic: Ethical Considerations

Discuss ethical considerations in investing, including potential involvement in companies with discriminatory practices or negative impacts on specific communities. Encourage students to research companies before investing and prioritize those aligning with their values.

Addresses the Following Component of the Mandate: The political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people , as part of the district's implementation of the New Jersey Student Learning Standards.

Materials Used and Resources:

[JumpStart Coalition for Personal Financial Literacy](#)

[The Trevor Project](#)

[National Disability Rights Network](#)

[National Council on Independent Living](#)

Asian American Pacific Islander Mandate

Climate Change Mandate

Holocaust Mandate

Amistad Mandate

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK

- [AppliedDigitalSkills.com](#)
- [everfi.com](#)
- [StockmarketGame.org](#)
- Teacher Generated resources related to debt, insurance and financial planning.
- Understand and use financial literacy vocabulary in both written and verbal discussions
- Use Sheets to create a income and expense sheet and determine discretionary income

Modifications

ELL Modifications

Digital translators

- Students will be encouraged to use a translator as needed.

Group students

- At times allow the student to select a group that would make them feel confident to interact and play a role in the planning of the assignment.

Create planned opportunities for interaction between individuals in the classroom: skits, cooperative and collaborative learning, student generated stories based on personal experience

- Allow the assignment to include other cultures to allow the student a chance to show their cultural knowledge.

Repeat, reword, clarify

- Student will have the opportunity to receive directions in different forms such as verbal, written and 1:1 with teacher during teacher observation.

Intentional scheduling/grouping with student/teacher who speaks the same language if possible

- During the semester student will be grouped with other students to encourage growth, confidence and success.

Be flexible with time frames and deadlines

- Student will understand that time frames and deadlines are important however, extra time will be provided if the instructor deems it is warranted.

Offer resources for specific topics in primary language (Youtube web resources)

- Encourage the student to use sources that will provide information needed for the assignment in either language and offer sources to the student if necessary.

504 and IEP Accommodations & Modifications

Testing modifications:

Rewording questions so that there are not higher level vocabulary within the question (you are testing for understanding of the content not the ability to understand the question)

- Assess the students on the final project and the thought process, creativity and planning use the by student and their ability.
- Students will be able to select a project within their educational comfort zone, yet still demonstrate

mastery of the content.

Less questions per page (so not visually overwhelming)

- Large assignments will be broken down into steps to create small goals for the student to complete with confidence.

Allowing student to correct mistakes or answer wrong questions correctly for additional credit if failed the first test (another way to re-teach material)

- Allow the students to evaluate their work and encourage them to make corrections, showing understanding of the design process.
- Emphasize the learning process and learning from mistakes and failures to improve future projects.
- Understanding that failing is O.K.

Instructional modifications/accommodations:

Modeling and showing lots of examples

- As the students develop their learning projects, they will be given opportunities to research, cooperatively and individually, examples for them to model.
- The teacher shall maintain an environment that students can explore, grow and create.

Allowing co-teaching with general education and special education teachers in the same classroom so that the special education teacher can re-teach students with special needs in a different way in a smaller group (pulled to the side)

- Allowing the student to benefit from more than one teacher and personality will encourage the child to see how people learn, create and interactive differently. Showing them we all learn at different pace, in different ways will help them build confidence in themselves.

Direct teaching and/or assistance for organization, social skills/peer interactions

- Working 1:1 with a student can provide the student time to share concerns about their assignment, question the teacher privately and provide praise.

Breaking larger assignments/projects into shorter tasks with clear deadlines for each section

- Students will be encourage to look at the whole project idea, but the student will understand the project components will be broken down into steps to make for easier understanding and allow the student to focus on the creativity and effort required for each step.

Gifted and Talented Modifications

Allow student generated reports of structured learning experiences as alternate evidence of 21st Century

Skills.

- G&T students can keep a log of their learning experiences (i.e. Google lab sheets.). Emphasis will be placed on how they process mistakes and failures.

Peer leadership or mentoring.

- G&T students will be given a role to lead groups and mentor struggling students. The instructor will be mindful of interpersonal interactions between students.

Additional reinforcement activities soliciting a deeper understanding of curriculum.

- G&T students will be encouraged to synthesize information to draw conclusions about machines, products, systems or formats. They will apply their conclusions to improve, create or develop and new application for the products they were previously working on.

At Risk Modifications

- breaking larger assignments/projects into shorter tasks with clear deadlines for each section
- center-based instruction
- non-verbal redirection of behaviors
- review, restate, reword directions

Closure

- Exit Tickets
- Student summary
- Think-Pair-Share
- Whip around

Formative Assessment

- Closure activities
- Exit tickets
- Quiz
- Self-assessment
- Teacher observation

Summative Assessment

- Presentation: A variety of methods may be employed based the students creativity, appropriateness to the topic and teacher approval

Alternative Assessments

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Benchmark Assessments

Skills-based assessment

Reading response

Writing prompt

Lab practical

Resources & Materials

- Chromebook
- Desktop Computers
- Everfi.com
- Google Docs
- Google Drive
- The game of life

Technology

- Classroom computers will have relevant software uploaded

- Everfi.com
- <http://delseacte.com/>
- <https://applieddigitalskills.withgoogle.com/s/en/home>
- <https://www.stockmarketgame.org/>
- nexgen personal finance

TECH.8.1.8.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.8.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.8.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.8.D.CS2	Demonstrate personal responsibility for lifelong learning.