

Unit 4: Spending Wisely

Content Area: **CTE**
Course(s): **Financial Lit 2**
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Title Section

Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

Financial Literacy II

Grades 10-12

Belleville Board of Education

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Unit Overview

- Unit 4

- This unit explains how to be an active member of the consumer community. Students will learn how sellers influence their purchases on basic necessities, as well as their rights as consumers.

NJSLS

PFL.9.1.12.A.3	Analyze the relationship between various careers and personal earning goals.
PFL.9.1.12.A.4	Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.
PFL.9.1.12.A.5	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
PFL.9.1.12.A.6	Summarize the financial risks and benefits of entrepreneurship as a career choice.
PFL.9.1.12.A.7	Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.
PFL.9.1.12.A.8	Analyze different forms of currency and how currency is used to exchange goods and services.
PFL.9.1.12.A.9	Analyze how personal and cultural values impact spending and other financial decisions.

PFL.9.1.12.A.11	Explain the relationship between government programs and services and taxation.
PFL.9.1.12.A.12	Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.
PFL.9.1.12.B.2	Compare strategies for saving and investing and the factors that influence how much should be saved or invested to meet financial goals.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
CAEP.9.2.12.C.6	Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.

Exit Skills

- Needs vs Wants
- Transportation - is a car a necessity? Can public transportation suit your needs?
- Housing - What's the right choice for you?
- Food & Clothing - how much and what kind?

Enduring Understanding

- Common vocabulary associated with Unit 4
- Needs vs Wants - Opportunity cost
- Advertising and how it affects your purchases
- Public vs private transportation
- True cost of a car
- How to purchase a car - shopping, financing, insurance, etc.
- Different types of living situations
- How to purchase a home - searching with a Realtor, financing and mortgages, and closing on the home.
- Evaluate and purchase food within a budget
- Purchasing clothing wisely
- Consumer Bill of Rights

Essential Questions

Chapter 8:

- What is the difference between needs and wants?
- What factors should you consider when you go comparison shopping?
- What marketing tools and tactics do companies use to encourage you to buy more expensive brands or simply overspend?
- What elements make ads effective?
- What is a brand?

- How do companies capture your interest in their products?
- Why do so many advertisements target young people?
- What is a product warranty?
- What kinds of information do consumer advocates provide?
- How can planning help you make a smart buying decision?

Chapter 9:

- What is mass transit?
- What is the most common form of private transportation?
- What are some of the costs that come with owning a car?
- Where can you look to buy a used car?
- What is the purpose of "lemon" laws?
- If you buy a new car, where are you likely to get good service?

Chapter 10:

- What are some of the expenses associated with moving into your own apartment?
- What are three types of housing structures?
- What are some reasons why people choose to rent a home rather than buy one?
- What percent of a home's purchase price is usually required as a down payment?
- Why would anyone offer more than the asking price of a home?
- What type of mortgage presents the least risk?

Chapter 11:

- How can you judge the freshness of a food?
- What are some current food buying trends?
- What percentage of total expenses does the average family spend on clothing?
- Where can you find bargains on new clothes?
- What influences your decision to buy new clothes?

Chapter 12:

- How did President Kennedy help the consumer movement in 1962?
- What are some ways manufacturers communicate with consumers?
- How can consumers provide feedback to the companies about their products?
- What are some government agencies that address consumer issues?
- What are the four basic consumer rights?
- How does competition among producers help consumers?
- What are some ways to resolve a dispute with a producer or seller?
- How can you recognize pyramid schemes, phishing, and other types of consumer fraud?

Learning Objectives

- Classify your needs of a car compared to your wants of a car
- Research what public transportation options exist near you
- Breakdown the average cost of homes in your town/neighborhood
- Research the current mortgage rates
- Devise a clothing budget
- Formulate the cost of eating in versus eating out

Tips on Writing Good Learning Objectives

Bloom's Taxonomy

Applying Bloom's Taxonomy to Learning Objectives

Effective learning objectives need to be observable and/or measureable, and using action verbs is a way to achieve this. Verbs such as “identify”, “argue,” or “construct” are more measureable than vague or passive verbs such as “understand” or “be aware of”. As you develop your syllabus focus on articulating clear learning objectives and then use these objectives to guide class assignments, exams and overall course assessment questions.

Sample Learning Objectives for a Lower Division Course

After completing Nutrition 101 *Humans and Food*, students will be able to:

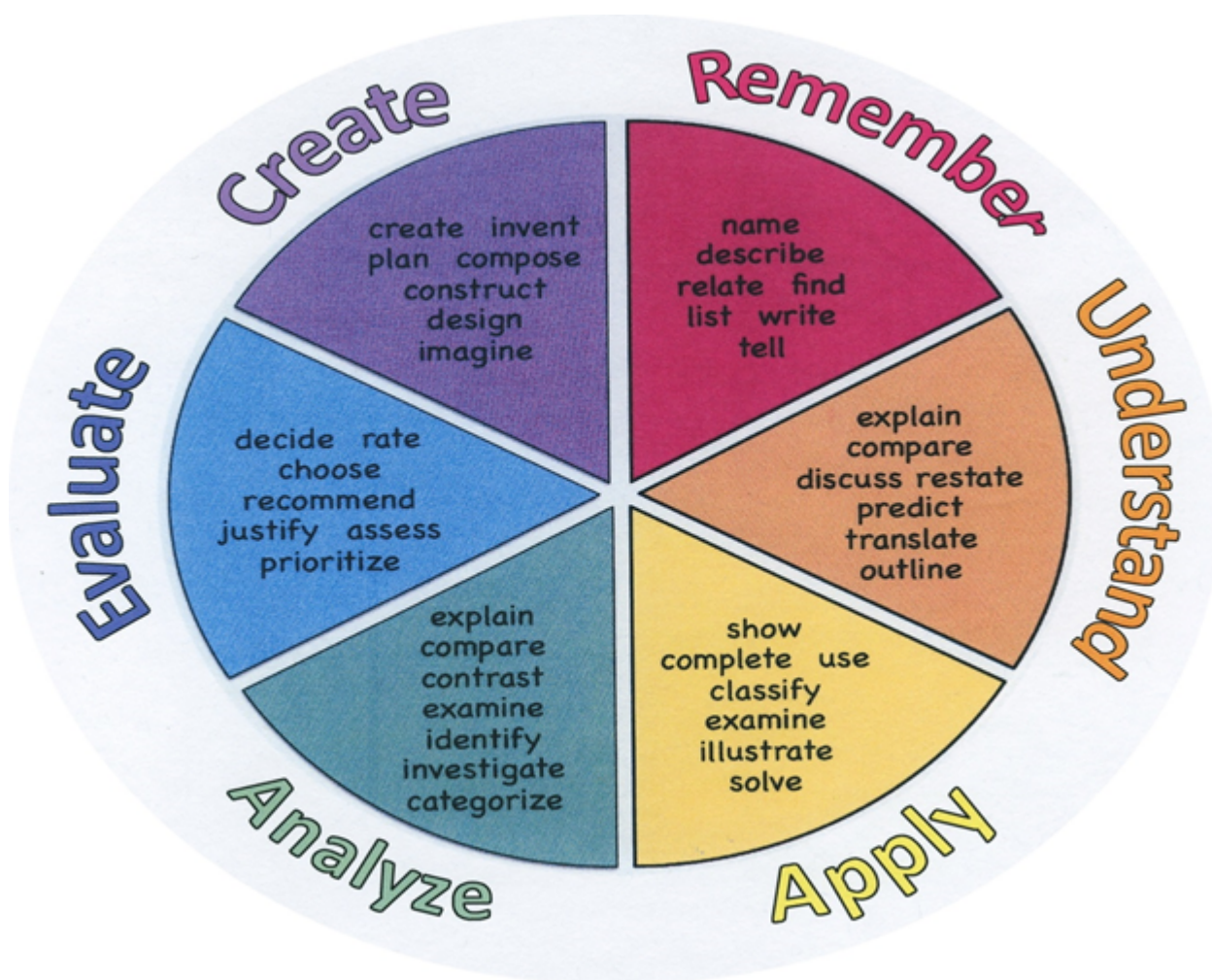
- **Identify** nutrients found in common food sources via the product's nutrition label
- Use computer dietary analysis to assess a 2-day dietary intake and **summarize** results
- **Locate** nutrition-related information on the Internet and use **evaluative** criteria to **identify** reliability of the information

Action Verbs

Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy. These are useful in writing learning objectives, assignment objectives and exam questions.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize

Select State Count Draw Outline Point Quote Recall Recognize Repeat Reproduce	Interpret Infer Match Paraphrase Represent Restate Rewrite Select Show Summarize Tell Translate Associate Compute Convert Discuss Estimate Extrapolate Generalize Predict	Sketch Solve Use Add Calculate Change Classify Complete Compute Discover Divide Examine Graph Interpolate Manipulate Modify Operate Subtract	Arrange Breakdown Combine Detect Diagram Discriminate Illustrate Outline Point out Separate	Justify Measure Rank Rate Support Test	Plan Produce Role Play Drive Devise Generate Integrate Prescribe Propose Reconstruct Revise Rewrite Transform
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Interdisciplinary Connections

Please list all and any cross-curricular content standards that link to this Unit.

LA.W.9-10.2.D	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
LA.RI.9-10.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.9-10.8	Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
MA.F-IF.A	Understand the concept of a function and use function notation
MA.A-SSE.A	Interpret the structure of expressions
MA.A-SSE.A.1a	Interpret parts of an expression, such as terms, factors, and coefficients.

Alignment to 21st Century Skills & Technology

Key SUBJECTS AND 21st CENTURY THEMES

Mastery of key subjects and 21st century themes is essential for all students in the 21st century.

Key subjects include:

- English, reading or language arts
- World languages
- Arts
- Mathematics
- Economics
- Science
- Geography
- History
- Government and Civics

21st Century/Interdisciplinary Themes

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

21st Century Skills

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

Technology Infusion

What technology can be used in this unit to enhance learning?

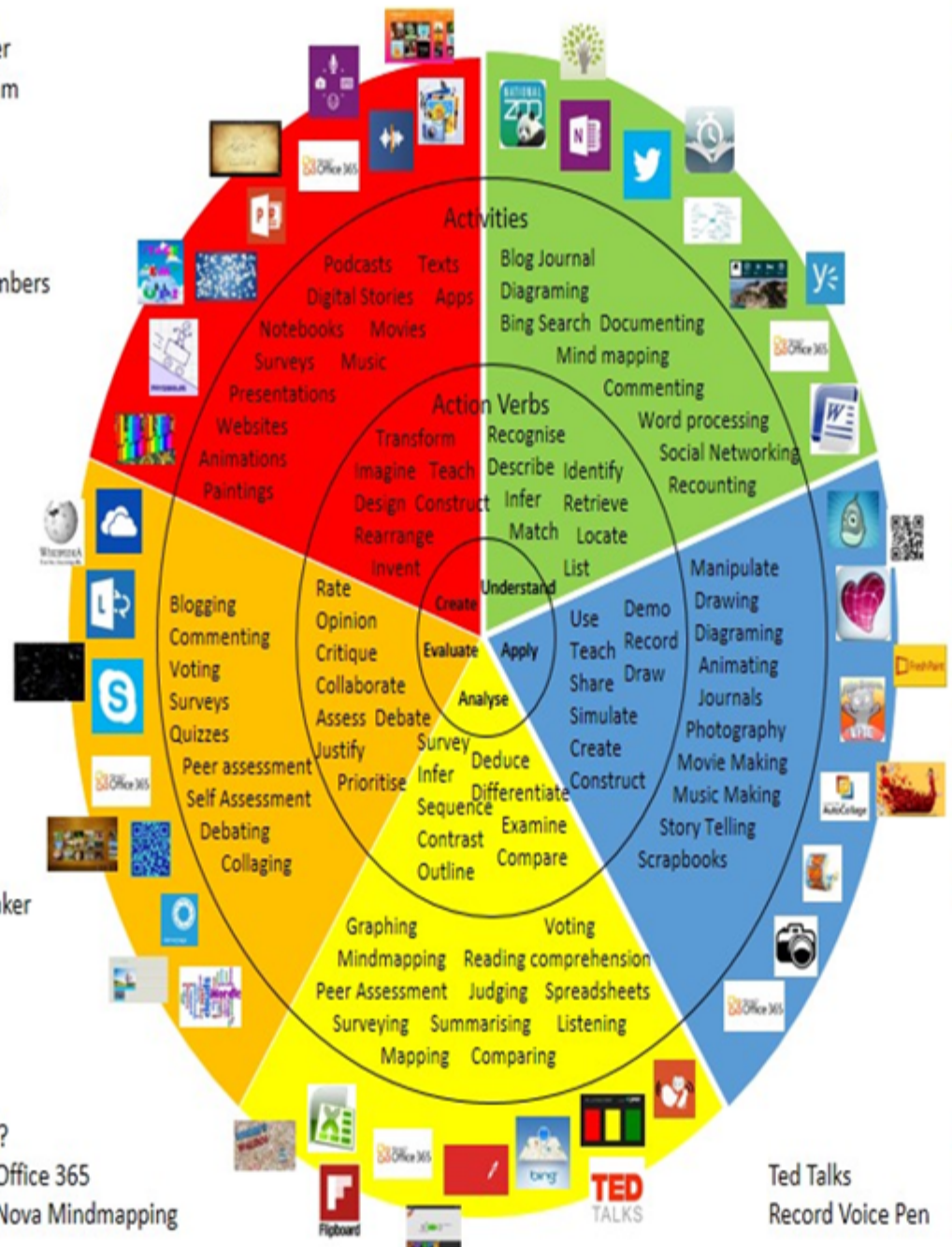
Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker

Where's Waldo?
MS Excel
Flipboard
Office 365
Nova Mindmapping

Ted Talks
Record Voice Pen



Originally taken from <http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg>
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Differentiation

Instructional Strategies (D) Smartboard and use of technology, reading strategies (chunking, question/answer), note taking skills

Activities (D) Do Now activities, classroom assignments, written and performance assessments

Special Education

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multiple test sessions
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

ELL

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing

- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

Intervention Strategies

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Evidence of Student Learning-CFU's

Please list ways educators may effectively check for understanding in this section.

- Admit Tickets
- Anticipation Guide
- Common benchmarks
- Compare & Contrast

- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

Primary Resources

Please list all resources available to you that are located either within the district or that can be obtained by district resources.

Textbook: Personal Finance: A Lifetime Responsibility

Ancillary Resources

- Workbook: Personal Finance: A Lifetime Responsibility - Student Activities Book: Forms and Documents
- Workbook: Personal Finance: A Lifetime Responsibility - Math Skills Workbook
- Family Financial Management 6th Edition - Forms & Documents (Packet consisting of blank checks, checkbook register, signature authorization forms, etc.)
- Various websites and videos
- Current event articles and news

Sample Lesson

One Lesson per Curriculum must be in this lesson plan template. I.e. one lesson in one unit

Unit Name: Unit I: Income - Learning to Earn

NJSLS: CAEP.9.2.12.C.1, CAEP.9.2.12.C.2, CAEP.9.2.12.C.3, CAEP.9.2.12.C.5, CAEP.9.2.12.C.6, PFL.9.1.1.A.7

Statement of Objective: SWBAT evaluate their personality and identify if there is a need to own a car.

Anticipatory Set/Do Now: What is your primary use for a car.

Learning Activity: Compare needs versus wants of a car

Student Assessment/CFU's: Observation, Journal Entry, Self Reflection

Materials: Textbooks, Presentation, Personality worksheets

21st Century Themes and Skills: Communication and Collaboration, Critical Thinking and Problem Solving, Life and Career Skills

Differentiation/Modifications: Visual Learners, Direct Instruction, Guided Instruction

Integration of Technology: Smartboard/Projector

