Unit 3 Financial Literacy

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Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Computer Applications 2, Grade 8

Financial Literacy

Belleville Board of Education

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Unit Overview

In Unit 3, Financial Literacy, 45 sessions, students will be introduced to Financial Literacy topics such as Smart Shopping, Ways to Pay, Investing in You, Growing a Business, Your Financial Future, and ultimately creating a financial blueprint.

Enduring Understanding

- How to create a budget.
- Always compare prices on large ticket items.
- Don't buy something unless you can afford it.
- Now is the time to start planning for your future.
- Wants versus Needs

Essential Questions

- Why does money matter?
- Should I compare prices or impulse buy?
- What are the different ways to pay for something and what is best?
- Why should I pay myself first?
- How do I start my own business?
- Why should I plan for the future?
- What will my financial blueprint look like?

Exit Skills

By the end of Grade 8, Computer Applications 2 Unit 3 Financial Literacy, the student should be able to:

- Understand the importance of managing money.
- How to compare items using unit price and discounts.
- Choosing the proper way to pay, cash, debit, or credit.
- Paying themselves first, through the use of a savings account.
- The basics in starting their own business, even as a teenager.
- How to effectively plan for the future, beginning with their first job.
- The importance of creating and constantly updating their financial blueprint.

New Jersey Student Learning Standards (NJSLS-S)

PFL.9.1.8.A.4	Relate earning power to quality of life across cultures.
PFL.9.1.8.A.6	Explain how income affects spending decisions.
PFL.9.1.8.B	Money Management
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.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.D	Planning, Saving, and Investing
PFL.9.1.8.D.1	Determine how saving contributes to financial well-being.
PFL.9.1.8.E	Becoming a Critical Consumer
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.3	Compare and contrast product facts versus advertising claims.
PFL.9.1.8.E.4	Prioritize personal wants and needs when making purchases.
PFL.9.1.8.E.8	Recognize the techniques and effects of deceptive advertising.
PFL.9.1.8.F	Civic Financial Responsibility
PFL.9.1.8.F.2	Examine the implications of legal and ethical behaviors when making financial decisions.
PFL.9.1.8.G	Insuring and Protecting
PFL.9.1.8.G.3	Analyze the need for and value of different types of insurance and the impact of deductibles.
PFL.9.1.8.G.4	Evaluate the need for different types of extended warranties.

Interdisciplinary Connections

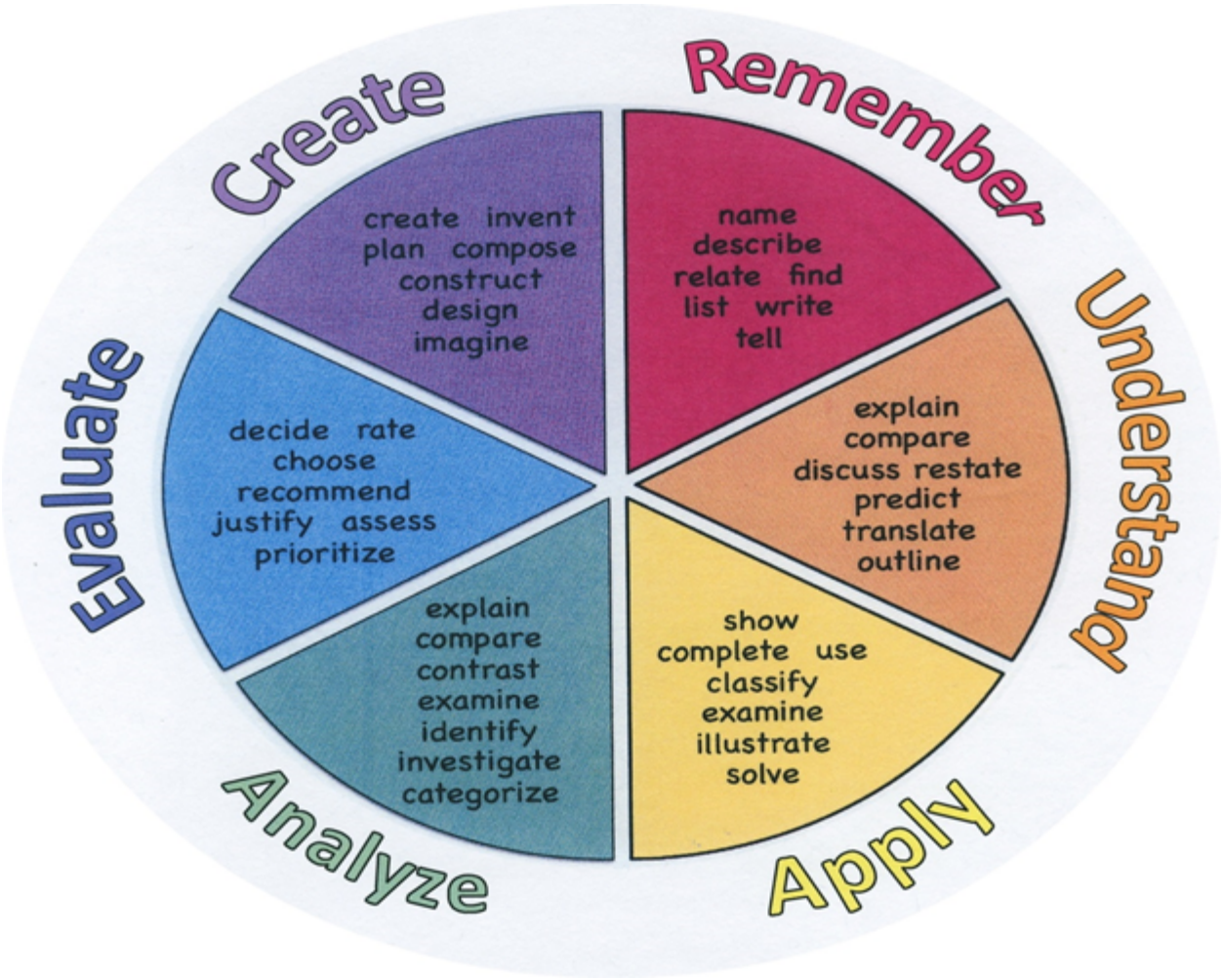
LA.RI.8	Reading Informational Text
LA.RI.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
LA.RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Learning Objectives

- Identify and reflect on their personal values, financial habits and mindsets
- Define and identify opportunity cost in a given scenario

- Describe and prioritize the components of a budget based on an individual's preferences
- Prioritize and differentiate between an individual's needs and wants
- Apply comparison shopping methods, such as gathering price and quality information, comparing spending & non-spending alternatives, and comparing unit price information.
- Analyze whether information from sources are accurate and reliable when comparing products and services
- Choose when to use different available payment methods (including cash, debit, credit, mobile, online, direct deposit, prepaid cards)
- Model positive strategies for using credit
- Summarize the effects of not paying off a credit card balance in full
- Assess the benefits and costs of using credit { Describe the potential consequences of using "easy access" credit
- Understand the importance of a credit score, and recognize the components that affect your score
- Describe different sources of income, including wages, salaries, stipends, and benefits.
- Identify common withheld state and federal taxes by examining a paycheck
- Match personal skills and interests to various career options
- Compare education and training requirements, income potential and primary duties between multiple jobs of interest
- Compare the costs of post-secondary education with the potential increase in income and lifetime earnings from a career choice
- Analyze a budget to calculate revenue, expenses, and profit/loss
- Model how to open a deposit account at a financial institution
- Compare different interest-bearing accounts, including savings, checking and certificates of deposit, based on their interest rate, liquidity, minimum balance requirements and fee structure
- Describe how regular contributions and compounding frequency impact the growth of savings
- Summarize the effect of inflation and deflation on the price of goods and purchasing power over time
- Model insurance decisions that can be used to minimize the risk of financial loss
- Categorize the kinds of expenses that typical auto, renters', homeowners' and health insurance policies cover
- Describe the differences between a premium, deductible, copayment, and coinsurance
- Investigate the use of liability insurance to cover accidental bodily harm or damage to another person's property
- Describe and compare stocks, bonds, and mutual funds based on their typical risk and return levels
- Suggest appropriate investment types for people based on their risk tolerance and investment growth timeframe
- Explain how money invested regularly over time may grow exponentially
- Explain how stock markets facilitate the buying and selling of securities
- Understand that attitudes and values affect financial decisions
- Identify and reflect on their personal values, financial habits and mindsets
- Apply systematic decision making to setting and achieving financial goals
- Construct and prioritize personal financial goals
- Determine the cost of achieving a goal
- Give examples of how decisions made today can affect future opportunities
- Devise a strategy to finance the costs of post-secondary education

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



Suggested Activities & Best Practices

All sites will add to the Financial Literacy lessons.

Everfi-Future Smart

https://platform.everfi.net

Applied Digital SKills-Plan and Budget

https://applieddigitalskills.withgoogle.com/s/en/home

Scholastic-Hands on Banking

https://handsonbanking.org/newlessons/

Assessment Evidence - Checking for Understanding (CFU)

Exit Tickets-Students will answer 1 question quizzes based on the days work, such as "Why should we pay ourselves first?" (formative assessment)

Financial Literacy Unit Test (summative assessment)

Written composition detailing personal or family financial literacy (alternative assessment)

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist-to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Charts
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite

- Quizzes
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

All sites will add to the Financial Literacy lessons.

Everfi-Future Smart

Covers coupons, shopping, saving, paying bills.

https://platform.everfi.net

Learn how to create a budget that works.

Scholastic-Budgeting to Reach a Financial Goal

https://handsonbanking.org/newlessons/

Applied Digital Skills-Plan and Budget

https://applieddigitalskills.withgoogle.com/s/en/home

Ancillary Resources

The below activities will be used to apply what has been learned throughout the classes.

Everfi-Future Smart-Digital Handouts:Create a timeline of your life

Celebration Budget Worksheet

Transaction Type Worksheet

College and Career Planning Worksheet

Building a Business Pitch Worksheet

Building a Business Plan

Ideas for Business Starters

Comparing Stocks

Scholastic-Hands On Banking

Digital Book--Teen Toolkit

Technology Infusion

Everfi

https://platform.everfi.net/

Applied Digital Skills

https://applieddigitalskills.withgoogle.com/s/en/home

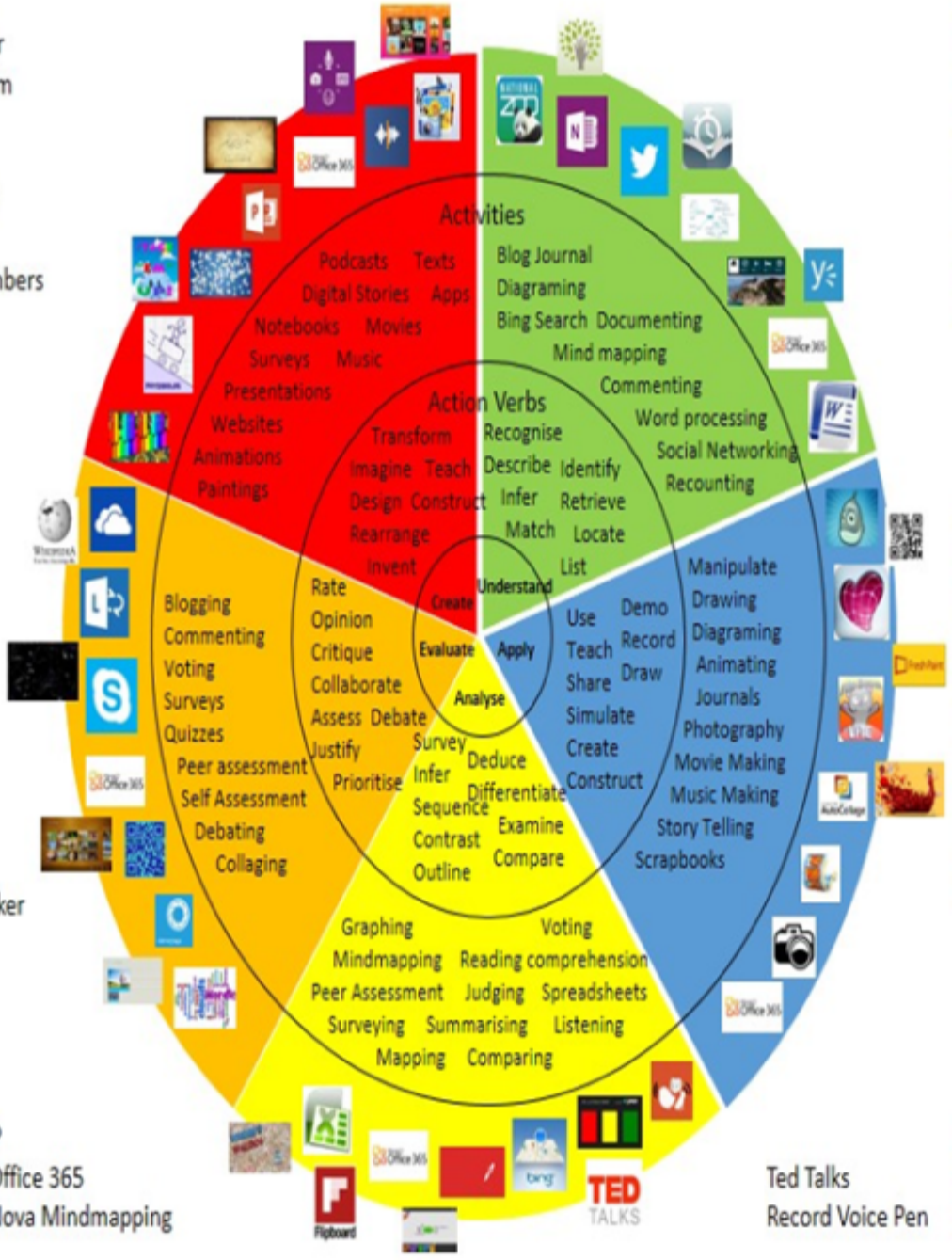
Scholastic

https://handsonbanking.org/educators/

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 Office 365
Flipboard 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

Alignment to 21st Century Skills & Technology

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP11	Use technology to enhance productivity.
PFL.9.1.8.A.4	Relate earning power to quality of life across cultures.
PFL.9.1.8.A.6	Explain how income affects spending decisions.
PFL.9.1.8.B	Money Management
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.
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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.
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PFL.9.1.8.F	Civic Financial Responsibility
PFL.9.1.8.F.2	Examine the implications of legal and ethical behaviors when making financial decisions.
PFL.9.1.8.G	Insuring and Protecting
PFL.9.1.8.G.3	Analyze the need for and value of different types of insurance and the impact of deductibles.
PFL.9.1.8.G.4	Evaluate the need for different types of extended warranties.
CAEP.9.2.8.B.2	Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
TECH.8.1.8.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
TECH.8.1.8.A.2	Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
TECH.8.1.8.A.CS1	Understand and use technology systems.
TECH.8.1.8.A.CS2	Select and use applications effectively and productively.

21st Century Skills/Interdisciplinary Themes

- 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

21st Century Skills

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

- Health Literacy

Differentiation

Differentiations:

Exemplar:

- Extra time to complete assignments-based on assignment, students will be given extra time to complete the assignment
    - Small group instruction
    - Small group assignments
    - Extra time to complete assignments
    - Pairing oral instruction with visuals
    - Repeat directions
    - Use Manipulatives
    - Center-based instruction
    - Token Economy
    - Study Guides
    - Teacher reads assessment aloud
    - Scheduled Beaks
    - Rephrase written directions
    - Multisensory appproaches
    - Additional time
    - Preview Vocabulary
    - Preview Content and concepts
    - Story guides
    - Behavior management plan
    - Highlight Text
    - Student(s) work with assigned partner
    - Visual presentation
    - Assistive technology
    - Auditory presentations
    - Large Print edition
    - Dictation to scribe
    - Small group setting

Hi-Prep Differentiations:

Exemplar:

- Choice Boards-Students will be given a teacher choice and a choice of their own to show objectives were reached
    - Alternative formative and summative assessments
    - Choice Boards
    - Games and Tournaments
    - Group investigations
    - Guided reading

- Independent research and projects
- Interest groups
- Learning Contracts
- Leveled rubrics
- Literature circles
- Multiple Intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/Centers
- Think-Tac-Toe
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

Exemplar:

- Mini workshops to re-teach or extend skills: Will be offered weekly

    - Choice of books or activities
    - Cubing activities
    - Exploration by interest
    - Flexible grouping
    - Goal setting with students
    - Jigsaw
    - Mini workshops to re-teach or extend skills
    - Open-ended activities
    - Think-Pair-Share
    - Reading buddies
    - Varied journal prompts
    - Varied supplemental materials

Special Education Learning (IEP's & 504's)

Exemplar:

Provide modifications as dictated in the student's IEP/504 plan

Teacher initiated weekly assignment sheet-a list of assignments will be listed on google with due dates

- 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
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- printed copy of board work/notes provided
- Provide modifications as dictated in the student's IEP/504 plan
- 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 prototype

English Language Learning (ELL)

Exemplar:

Decreasing the amount of work presented or required. All students will be expected to begin assignments, but will not be expected to complete all assignments.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- 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 workpresented 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

At Risk

Exemplar:

Allowing stdents to correct errors (looking for understanding) Comment on all assignment and send back to student for assignment to be corrected and then graded.

- allowing students to correct errors (looking for understanding)
- 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 workpresented 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
- Teaching key aspects of a topic. Eliminate nonessential information
- 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

Talented and Gifted Learning (T&G)

Exemplar:

Create a blog or social media page about their unit-Students will be encouraged to create a Financial Literacy

Blog for Tweens.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above frade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit Name: Financial Literacy

NJSLS: PFL.9.1.8.B.10 Justify safeguarding personal information when using credit cards, banking electronically, or filing forms.

PFL.9.1.8.B.1 Distinguish among cash, check, credit card, and debit card.

Interdisciplinary Connection: With the 1:1 initiative in place, this unit will connect to all classes.

Statement of Objective: SWBAT compare and contrast Debit and Credit cards using a Transaction worksheet and creating a written description of both types of cards.

Learning Activity: Interact with Module 3, transaction worksheet, module 3 quiz through google forms

Materials: Computers

21st Century Themes and Skills: See Attached

Differentiation: Assist students who need it and peer assistance.

Integration of Technology: Use of computers in class.

PFL.9.1.8.B.1	Distinguish among cash, check, credit card, and debit card.
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.10	Justify safeguarding personal information when using credit cards, banking electronically,

or filing forms.