

Unit 01: Building Your Financial Literacy

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **FY**
Status: **Published**

Standards Alignment

New Jersey Student Learning Standards

PFL.9.1.12.B	Money Management
PFL.9.1.12.B.1	Prioritize financial decisions by systematically considering alternatives and possible consequences.
PFL.9.1.12.D	Planning, Saving, and Investing
PFL.9.1.12.D.4	Assess factors that influence financial planning.
PFL.9.1.12.E	Becoming a Critical Consumer
PFL.9.1.12.E.3	Determine how objective, accurate, and current financial information affects the prioritization of financial decisions.

Integration of Career Readiness, Life Literacies and Key Skills

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.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

Technology / Integration of Computer Science and Design Thinking

Interdisciplinary Connections: NJSLs for ELA, Social Studies, Science and/or Math Section

Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media Literacy

see Crosswalks

21st Century Life and Careers

Stage I: Desired Results

Transfer/Overview/Rationale

Transfer / Overview / Rationale
Unit Rationale The purpose of this unit...

Meaning

Essential Questions

Essential Questions

. What is financially important to me?

. How do I evaluate information that bombards me daily?

Enduring Understanding/Indicators of Understanding

Enduring Understanding/Indicators of Understanding

- . Keeping on track financially need constant updating.
- . Weighing information and facts is necessary to be an informed and concerned consumer.

Acquisition (Student Learning Objectives)

Knowledge

Knowledge

Students will know...

- . differences between wants and needs.
- . how to utilize the decision-making process to make smart financial decisions.
- . how to build a personal saving and investment plan.
- . how to use credit and manage debt.
- . how to protect my money.

. factors affecting earning potential and financial planning.

. how to become consumer savvy.

. how to make simple repairs.

Skills

Skills

Student will be skilled at ...

. identify the differences between wants and needs.

. apply the decision-making process in different situations.

. creating a user-friendly budget.

. recognizing the risks in the various saving and investing options.

. identifying how insurance works.

. understand how advertising affects my spending.

. completing a simple repair project.

Stage 3: Learning Plan

Resource and Mentor Texts

Resources and Mentor Texts

- . The Actuarial Foundation
- . NEFE High School Financial Planning Program
- . Glencoe - Life On Your Own
- . Goodheart-Wilcox - Becoming Money Smart
- . Lighthouse Credit Foundation - Financial Literacy Program on Money, Debt and Credit
- . Glencoe - Managing Life Skills
- . LMC and Classroom Resources

Formative Assessment Strategies

Formative Assessment Strategies

- . Explaining work completed in each of the four units.
- . Completing supplemental worksheets.
- . Applying knowledge in completing a simple repair.

- . Identifying steps in buying a car.
- . Applying consumer rights in writing manufacturers concerning problems.
- . Participation in class discussions.
- . Keeping portfolio current.

Learning Activities/Unit of Study

Learning Activities/Unit of Study

- . Identify the steps in the Financial Planning Process.
- . Complete the unit activities on banking, financing, investing and succeeding financially.
- . Participate in classroom discussions.
- . Completing various worksheets.
- . Viewing assortment of videos followed by discussion.
- . Making simple repairs.
- . Exploring what is involved in buying a car.

. Literacy based assignments

[IL - Sept 18.doc](#)

[IL - Sept 26 - Oct 3.doc](#)

[IL - Oct 4-15.doc](#)

[IL - Oct 16- Oct 22.doc](#)

[IL - Oct 24- Oct 31.doc](#)

[IL - Nov 1 - Nov 12.doc](#)

Modifications and/or Accommodations

Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)

English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature

circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.