Unit 1 - Financial Literacy, Life Literacies, and Key Skills

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

Unit Overview

In this unit, students will continue learning about the economy and personal finance. Intertwined in the unit students are working on important digital literacy skills.

Enduring Understandings

Having a strong background in understanding our economic habits coupled with digital literacy skills makes individuals critical consumers of information, and puts them on the path to making better economic decisions.

Essential Questions

Why do individuals volunteer and give back to their community?
Why is it important to have a strong credit history?
How does our government use tax money?
What role does our government play in the economy?
What are financial institutions?
What services do financial services provide that we may need?
What influences our spending and savings habits?
Why is budging important?
What is the purpose of insurance?
What skills do I need to obtain the job I want?
How do I start a business? What steps do I need to take?
Why is digital citizenship important?
How does culture and geography shape an individual's experiences and perspectives.

Learning Objectives

Explain the benefits to volunteering and giving back to the community.
Explain the importance of having a good credit history.
Explain how our government uses tax money.
Explain how our choices affect our personal finances and that of the economy.
Explain how the government protect us as consumers.
Identify and explain the different products financial institutions offer. (credit cards debit cards, banks, credit

unions)
Explain how our moods and choices affect how we spend money.
Create a budget.
Identify risks and how we can minimize our loses.
Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
Identify how you might like to earn an income.
Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
Identify various employee benefits, including income, medical, vacation time, and lifestyle benefits provided by different types of jobs and careers.
Compare the characteristics of a successful entrepreneur with the traits of successful employees.
Identify factors to consider before starting a business.
Identify risks that individuals and households face.
Justify reasons to have insurance.
Demonstrate openness to new ideas and perspectives.
Demonstrate originality and inventiveness in work.
Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.
Identify possible approaches and resources to execute a plan.
Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
Explain differences between ownership and sharing of information.
Explain the importance of respecting digital content of others.
Explain how to be safe online and follow safe practices when using the internet.
Compare information that should be kept private to information that might be made public.
Explain what a digital footprint is and how it is created.
Identify respectful and responsible ways to communicate in digital environments.
Describe actions peers can take to positively impact climate change.
Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.
Identify a simple search term to find information in a search engine or digital resource.
Represent data in a visual format to tell a story about the data.
Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults.
Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic).
Identify the basic features of a digital tool and explain the purpose of the tool.
Create a document using a word processing application.
Enter information into a spreadsheet and sort the information.
Navigate a virtual space to build context and describe the visual content.
Describe the difference between real and virtual experiences.
Illustrate and communicate ideas and stories using multiple digital tools.
Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.

Standards: Content

9.4.5.CI	Creativity and Innovation
9.1.5.CR	Civic Financial Responsibility
	You can give back in areas that matter to you.

	Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.
9.4.5.CI.1	Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).
9.1.5.CR.1	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
9.1.5.CP	Credit Profile
	There are benefits to having a positive credit history.
	Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.
9.1.5.CP.1	Identify the advantages of maintaining a positive credit history.
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
9.4.5.CI.4	Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).
9.1.5.EG	Economic and Government Influences
	Taxes are collected on a variety of goods and services at the local, state, and federal levels.
9.4.5.CT	Critical Thinking and Problem-solving
9.1.5.EG.1	Explain and give examples of what is meant by the term "tax."
	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
9.1.5.EG.2	Describe how tax monies are spent.
	There is a broader economic system that influences your financial goals.
9.4.5.CT.2	Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
9.1.5.EG.3	Explain the impact of the economic system on one's personal financial goals.
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
9.1.5. EG.4	Describe how an individual's financial decisions affect society and contribute to the overall economy.
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
9.4.5.DC	Digital Citizenship
	There are agencies, laws, and resources to protect individuals as consumers.
9.1.5. EG.5	Identify sources of consumer protection and assistance.
	Intellectual property rights exist to protect the original works of individuals. It is allowable to use other people's ideas in one's own work provided that proper credit is given to the original source.
9.4.5.DC.1	Explain the need for and use of copyrights.

9.1.5.FI	Financial Institutions
9.4.5.DC.2	Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.
	People can choose to save money in many places such as home in a piggy bank, bank, or credit union.
9.1.5.FI.1	Identify various types of financial institutions and the services they offer including banks, credit unions, and credit card companies.
9.4.5.DC.3	Distinguish between digital images that can be reused freely and those that have copyright restrictions.
9.1.5.FP	Financial Psychology
	Sending and receiving copies of media on the internet creates the opportunity for unauthorized use of data, such as personally owned video, photos, and music.
9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
	An individual's financial traits and habits affect his/her finances.
9.1.5.FP.1	Illustrate the impact of financial traits on financial decisions.
	Digital identities must be managed in order to create a positive digital footprint.
9.1.5.FP.2	Identify the elements of being a good steward of money.
9.4.5.DC.5	Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.
	Digital tools have positively and negatively changed the way people interact socially.
	Spending choices and their intended and unintended consequences impact financial outcomes and personal well-being.
9.4.5.DC.6	Compare and contrast how digital tools have changed social interactions (e.g., 8.1.5.IC.1).
9.1.5.FP.3	Analyze how spending choices and decision-making can result in positive or negative consequences.
9.1.5.FP.4	Explain the role of spending money and how it affects wellbeing and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.).
9.4.5.DC.7	Explain how posting and commenting in social spaces can have positive or negative consequences.
	Not all financial information is accurate or truthful.
	Digital engagement can improve the planning and delivery of climate change actions.
9.4.5.DC.8	Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g., 6.3.5.GeoHE.1).
9.1.5.FP.5	Illustrate how inaccurate information is disseminated through various external influencers including the media, advertisers/marketers, friends, educators, and family members.
9.1.5.PB	Planning and Budgeting
9.4.5.GCA	Global and Cultural Awareness
	There are specific steps associated with creating a budget.
	Culture and geography can shape an individual's experiences and perspectives.
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
9.1.5.PB.1	Develop a personal budget and explain how it reflects spending, saving, and charitable contributions.

9.4.5.IML	Information and Media Literacy
	Saving money can impact an individual's ability to address emergencies and accomplish their short-and long-term goals.
	Digital tools and media resources provide access to vast stores of information, but the information can be biased or inaccurate.
9.1.5.PB.2	Describe choices consumers have with money (e.g., save, spend, donate).
9.1.5.RM	Risk Management and Insurance
9.4.5.IML.1	Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
	Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk.
	Digital tools can be used to modify and display data in various ways that can be organized to communicate ideas.
9.1.5.RMI.1	Identify risks that individuals and households face.
9.4.5.IML.2	Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).
9.1.5.RMI.2	Justify reasons to have insurance.
9.4.5.IML.3	Represent the same data in multiple visual formats in order to tell a story about the data.
	Accurate and comprehensive information comes in a variety of platforms and formats and is the basis for effective decision-making.
9.4.5.IML.4	Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.
9.4.5.IML.5	Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g., 1.3A.5.R1a).
	Specific situations require the use of relevant sources of information.
9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).
9.4.5.IML.7	Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).
9.4.5.TL	Technology Literacy
	Different digital tools have different purposes.
9.4.5.TL.1	Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.
9.4.5.TL.2	Sort and filter data in a spreadsheet to analyze findings.
9.4.5.TL.3	Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.
	Collaborating digitally as a team can often develop a better artifact than an individual working alone.
9.4.5.TL.4	Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a).
9.4.5.TL.5	Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).

Standards: Interdisciplinary

9.2.5.CAP	Career Awareness and Planning
3.OA	Operations and Algebraic Thinking
	An individual's passions, aptitude and skills can affect his/her employment and earning potential.
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
3.OA.D	Solve problems involving the four operations, and identify and explain patterns in arithmetic
3.OA.D.8	Solve two-step word problems, including problems involving money, using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
L.KL.5.1	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.VL.5.2	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
L.WF.3.3	Demonstrate command of the conventions of writing including those listed under grade two foundational skills.
L.VL.4.2	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
RI.CR.5.1	Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
L.KL.3.1	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.VL.3.2	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
RI.CR.4.1	Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.
4.M	Measurement
4.M.A	Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit
4.M.A.2	Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.
RI.CR.3.1	Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.
W.WR.4.5	Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.
W.RW.4.7	Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.
SL.PE.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

SL.PE.4.1.D	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
W.RW.3.7	Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.
SL.AS.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
SL.UM.3.5	Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
SL.AS.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Assessment Evidence

Formative	Collaborative Activities, Homework, Classwork, Discussion, Independent Class Assignment, Informal Observations of Students, Interactive Notebooks, Self-Assessments, Exit Tickets, Lego Building Tasks, Teacher Constructed Games, Student Pre-Planning, Group Self-Assessment, Code.Org Courses.
Summative	Tests, Pre-Assessments, Quizzes, Written Responses, Projects, Group Projects
Alternative & Benchmark	Alternative – Project Based Learning, Graphic Organizers, Student Portfolio, Orally assessed responses Benchmark – Teacher generated project or assessment, Tests, Student portfolio/project
Assessment Evidence Resource	

Instructional Resources

Smartboard, Computers, iPads, websites and digital interactives/models, multi-media presentations, video streaming, Brain Pop, Microsoft 365, Next Gen Personal Finance, Instructional Resource List

Curricular Mandates

Below are the curricular requirements as defined in NJ Administrative Code and Statute

	Amistad		Diversity, Equity, and Inclusion
	Holocaust		LGBT and Disabilities (Grades 6-12)
	Climate Change		Asian American & Pacific Islander

Social Emotional Learning (SEL) Competencies

NJ Social and Emotional Learning Competencies & Sub-Competencies

	Self-Awareness		Relationship Skills
	Responsible Decision-Making		Social Awareness
	Self-Management		

21st Century Skills & Themes

	Global and Cultural Awareness	X	Technology Literacy	X	Planning and Budgeting
	Creativity and Innovation	X	Financial Institutions		Risk Management and Insurance
X	Information and Media Literacy	X	Digital Citizenship		Economic and Government Influences
X	Critical Thinking and Problem Solving	X	Credit Profile	X	Career Awareness and Planning
X	Civic Financial Responsibility	X	Financial Psychology		