Financial Literacy

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

Unit Overview

In this unit of study, students will begin to learn the basics of financial literacy, the economy, and personal finance.

Enduring Understandings

Having a strong understanding of basic saving and spending habits help support individuals in making better economic decisions.
There's a relationship between an individual's values, emotions, and the ways he/she chooses to spend money.
External factors can influence the items that an individual wants or needs.
There are actions an individual can take to help make this world a better place.
Money comes in different values, forms and uses.
A budget is a plan that helps an individual obtain his/her financial goals
Saving money is a habit that can be developed.
There are ways to keep the things we value safely at home and other places.
Income is received from work in different ways including regular payments, tips, commissions, and benefits.

Essential Questions

What are the differences between wants and needs?
How do our emotions affect our spending and saving habits?
Why do we save and spend money?
How can we volunteer in our school community?
What are ways we can give back to our community?
How is money used?
How does our community support how we save and earn money?
What are ways we can protect our valuables?

Learning Objectives

Explain how emotions influence whether a person spends or saves.
Differentiate between financial wants and needs.
Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).
Recognize ways to volunteer in the classroom, school and community.
List ways to give back, including making donations, volunteering, and starting a business.

Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).
Determine various ways to save and places in the local community that help people save and accumulate money over time.
Explain why an individual would choose to save money.
Describe how valuable items might be damaged or lost and ways to protect them.
Identify and explain income, and why individuals are paid for working.
Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals
Demonstrate proficiency using digital tools and with Media Literacy skills.
Explain the importance of digital citizenship.

Standards: Content

9.1.2.CAP	Career Awareness and Planning
9.1.2.CR	Civic Responsibility
	There are actions an individual can take to help make this world a better place.
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.
9.1.2.CR.2	List ways to give back, including making donations, volunteering, and starting a business.
9.1.2.FI	Financial Institutions
9.1.2.CAP.2	Explain why employers are willing to pay individuals to work.
	Money comes in different values, forms, and uses.
9.1.2. FI.1	Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).
9.1.2.FP	Financial Psychology
	There is a relationship between an individual's values, emotions, and the ways he/she chooses to spend money.
9.1.2.FP.1	Explain how emotions influence whether a person spends or saves.
	External factors can influence the items that an individual wants or needs.
9.1.2.FP.2	Differentiate between financial wants and needs.
9.1.2.FP.3	Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).
9.1.2.PB	Planning and Budgeting
	A budget is a plan that helps an individual obtain his/her financial goals.
9.1.2.PB.1	Determine various ways to save and places in the local community that help people save and accumulate money over time.
	Saving money is a habit that can be developed.
9.1.2.PB.2	Explain why an individual would choose to save money.
9.1.2.RM	Risk Management and Insurance
	There are ways to keep the things we value safely at home and other places.
9.1.2.RM.1	Describe how valuable items might be damaged or lost and ways to protect them.

8.1.2.DA.2	Store, copy, search, retrieve, modify, and delete data using a computing device.
8.1.2.DA.4	Make predictions based on data using charts or graphs.
	Digital tools can be used to display data in various ways.
8.1.2.AP.4	Break down a task into a sequence of steps.
9.4.2.TL.2	Create a document using a word processing application.
9.4.2.TL.4	Navigate a virtual space to build context and describe the visual content.
8.2.2.ITH.2	Explain the purpose of a product and its value.

Standards: Interdisciplinary

K.CC	Counting and Cardinality
K.CC.B	Count to tell the number of objects
K.CC.B.4	Understand the relationship between numbers and quantities; connect counting to cardinality.
K.CC.B.4.a	When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
K.CC.C	Compare numbers
K.CC.C.6	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.
K.M	Measurement
K.M.B	Work with money
K.M.B.3	Understand that certain objects are coins and dollar bills, and that coins and dollar bills represent money. Identify the values of all U.S. coins and the one-dollar bill.
1.M	Measurement
1.M.C	Work with money
1.M.C.4	Know the comparative values of coins and all dollar bills (e.g., a dime is of greater value than a nickel). Use appropriate notation (e.g., 69¢, $10).
1.M.C.5	Use dollars in the solutions of problems up to $20. Find equivalent monetary values (e.g., a nickel is equivalent in value to five pennies). Show monetary values in multiple ways.
SL.PE.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
SL.PE.1.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.PE.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
SL.PE.K.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
SL.II.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
SL.PE.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
SL.AS.2.6	Produce complete sentences when appropriate to task and situation in order to provide

requested detail or clarification.

Assessment Evidence

Formative	Collaborative Activities, Classwork, Discussion, Independent Class Assignment, Informal Observations of Students, Self-Assessments, Exit Tickets
Summative	Tests, Pre-Assessments, Quizzes, Written Responses, 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, Those shoes by Maribeth Boelts, Curious George – Counting Pennies by Margaret & H.A. Rey, A Chair for My Mother by Vera B. Williams, Alexander who used to be rich last Sunday by Judith Viorst, 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

X	Self-Awareness	X	Relationship Skills

X	Responsible Decision-Making		Social Awareness
X	Self-Management		

21st Century Skills & Themes

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