

GRADE 6 – Unit - Financial Literacy

Mission Statement

The primary goal of the Swedesboro-Woolwich School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff.

Guiding this mission will be Federal mandates, including No Child Left Behind, the New Jersey Core Curriculum Content Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring PTO and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.

Unit/Module Overview

In unit Financial Literacy, students will learn to:

In this class, students will learn the basics about Financial Literacy, practice everyday math skills related to money and financing, and learn about the history of currency used in the United States.

Students will begin with the history of currency and how ancient people used trading to acquire items and services needed. We will continue with the evolution of currency and development of today's money system. Next, Financial Psychology will be explored; this will include how emotions, attitudes, and behaviors (rational and irrational) impact financial decisions. In addition students will also explore how culture and family beliefs can also impact financial decisions.

Next, students will learn how to make objective financial decisions when shopping. Students will learn how to use comparison shopping; students will learn how to use Unit Price calculations when shopping for groceries.

Other topics to be discussed: income & careers, future planning, credit & borrowing, and saving.

Standards Covered in Current Unit/Module

Related Standards and Learning Goals

MATH.6.RP.A.3.b - Solve unit rate problems including those involving unit pricing and constant speed. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

MATH.6.RP.A.3.c - Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well-remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$ older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .

MATH.6.NS.C.7.c - Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation.

PFL.9.1.8.FP - Financial Psychology

PFL.9.1.8.FP.1 - Describe the impact of personal values on various financial scenarios.

PFL.9.1.8.FP.2 - Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.

PFL.9.1.8.FP.3 - Explain how self-regulation is important to managing money (e.g., delayed gratification, impulse buying, peer pressure, etc.).

PFL.9.1.8.FP.4 - Humans depend on Earth's land, ocean, atmosphere, and biosphere for many different resources. Minerals, fresh water, and biosphere resources are limited, and many are not renewable or replaceable over human lifetimes. These resources are distributed unevenly around the planet as a result of past geologic processes. Analyzing data 6–8 builds on grades K–5 and progresses to extending quantitative analysis to investigations, distinguishing between correlation and causation, and basic statistical techniques of data and error analysis. Graphs, charts, and images can be used to identify patterns in data.

SCI.MS-ESS3-3 - Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment. Human activities have significantly altered the biosphere, sometimes damaging or destroying natural habitats and causing the extinction of other species. But changes to Earth's environments can have different impacts (negative and positive) for different living things. All human activity draws on natural resources and has both short- and long-term consequences, positive as well as negative, for the health of people and the natural environment. Although one design may not perform the best across all tests, identifying the characteristics of the design that performed the best in each test can provide useful information for the redesign process—that is, some of those characteristics may be incorporated into the new design.

PFL.9.1.8.A.6 - Explain how income affects spending decisions.

PFL.9.1.8.B - Money Management

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.2 - Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so.

PFL.9.1.8.E.4 - Prioritize personal wants and needs when making purchases.

Unit/Module Weekly Learning Activities and Pacing Guide			
Topic & # Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
Welcome & Introduction to Expectations & Requirements (1)		<p>Students will be introduced to the scope & expectations of this class. Topics will include:</p> <ul style="list-style-type: none"> • Personal Introduction • Behavior Expectations • Safety Expectations including overview of procedures for drills; evacuation, fire, lockdown, etc. • Academic Expectations • Daily Procedures/requirements 	
Financial Psychology (1)	<ul style="list-style-type: none"> • PFL.9.1.8.FP • PLF.9.1.8.FP.1 • PLF.9.1.8.FP.2 • CS.6-8.8.2.8ITH.1 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> • Describe the impact of personal values on various financial scenarios. • Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Benchmark Assessment (Pre-Test) 	<p>Welcome to STEAM: Financial Literacy Class!</p> <p>This class will help you begin to think about financial topics and learn how to make decisions about earning, spending, and saving money.</p> <p>So, today we are going to start off with some basics.</p> <p>Financial Literacy is a Special, so you will have this class 4 days each 6-day cycle for 1 Trimester. All lessons & assignments will be completed in class; however, if you need more time, you may complete the assignment outside of the class period, but it must be completed by the due date. In addition, if you are absent, for ANY reason you will need to make up the lesson & the assignment before the next class period.</p> <p>Since this is our first week of lessons, our target for today is: Get to Know Your Teacher, Basic Google Classroom Navigation, and "I Can Do Anything!".</p>

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			<p>Today in class we will cover the following: <i>Items 1-4 will be a review of the last class meeting.</i> <i>Items 5 & 6 are new today.</i></p> <p>1. Seating Assignments: In this class, you will be able to choose your own seat. Once the choice is made, this will become your permanent seat. Under certain circumstances, seat changes may be made, but these will be done on an individual basis and discussed between the student & the teacher. You will be expected to sit in your regular seat unless directed by the teacher to change it.</p> <p>2. What to Bring to Class: Your CHARGED Chromebook</p> <p>3. Safety Protocols</p> <p>4. Teacher Introduction & "What is Financial Literacy" Discussion</p> <p>5. Expectations of Class and How to Access Lessons & Materials</p> <p>6. Take Financial Literacy Pre-Assessment (This is NOT part of your report card grade, it will be used as a benchmark for determining your knowledge growth throughout the school year.)</p>
History of Money (1)	<ul style="list-style-type: none"> ● SCI.MS.ESS3-3 ● PFL.9.1.8.FP ● CS.6-8.8.2.8ITH.2 ● CS.6-8.8.2.8ITH.3 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● understand and explain how over time the need for a money system developed. I can explain how in ancient times trading of goods/services was the method used, but over time, the use of coins & bills became more practical. 	<p>Students will explore how modern day currency evolved from ancient times and has changed as society has changed.</p>

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			Instruction will include a combination of direct instruction, student independent research and class activities.
History of Money (1)	<ul style="list-style-type: none"> • SCI.MS.ESS3-3 • PFL.9.1.8.FP • CS.6-8.8.2.8ITH.2 • CS.6-8.8.2.8ITH.3 	Obj. We are learning to: <ul style="list-style-type: none"> • understand and explain how over time the need for a money system developed. I can explain how in ancient times trading of goods/services was the method used, but over time, the use of coins & bills became more practical. 	<p>Students will explore how modern day currency evolved from ancient times and has changed as society has changed.</p> <p>Instruction will include a combination of direct instruction, student independent research and class activities.</p>
The Science of Making Money (4)	<ul style="list-style-type: none"> • SCI.MS.ESS3-3 • PFL.9.1.8.FP • CS.6-8.8.2.8EC2 • CS.6-8.8.2.8ITH.3 	Obj. We are learning to: <ul style="list-style-type: none"> • understand and explain how physical money is made in the United States and how it has evolved over time. 	<p>Students will explore how modern day currency evolved from ancient times and has changed as society has changed.</p> <p>Instruction will include a combination of direct instruction, student independent research and class activities.</p>
Financial Psychology (2)	<ul style="list-style-type: none"> • PFL.9.1.8.FP • PLF.9.1.8.FP.1 • PLF.9.1.8.FP.2 • CS.6-8.8.2.8ITH.1 	Obj. We are learning to: <ul style="list-style-type: none"> • evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Week 3 Target & Scale 	<p>Today's class will focus on academic vocabulary.</p> <p>Week 3 Activity Overview</p>
Financial Psychology (2)	<ul style="list-style-type: none"> • PFL.9.1.8.FP • PLF.9.1.8.FP.1 • PLF.9.1.8.FP.2 	Obj. We are learning to: <ul style="list-style-type: none"> • evaluate the role of emotions, attitudes, and behaviors in making financial decisions. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Week 4 Target & Scale 	<p>Activities will focus on how to distinguish between Wants vs. Need.</p> <p>Week 4 Wants vs. Needs Presentation (read only).pdf</p>
Financial	<ul style="list-style-type: none"> • PFL.9.1.8.FP • PLF.9.1.8.FP.1 	Obj. We are learning to: <ul style="list-style-type: none"> • evaluate the role of emotions, attitudes, and behaviors in making financial decisions. 	<p>This week students will focus on the physiological aspects of making money decisions; including emotions,</p>

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Psychology (4)	<ul style="list-style-type: none"> PLF.9.1.8.FP.2 PFL.9.1.8CP.1 	Suggested Formative Assessment(s): <ul style="list-style-type: none"> Week 5 Target & Scale 	<p>attitudes, and cultural influences.</p> <p>Week 5: Emotions, Attitudes, and Behaviors Impact Financial Decisions</p> <p>Week 4 & 5: Target & Scale</p>
Money Math: Introduction to Unit Price (4)	<ul style="list-style-type: none"> Math.6.RP.A.3.b CS.6-8.8.1.8DA.1 		<p>Week 5 Unit Price</p> <p>Instruction will include a combination of direct instruction, student independent research and class activities.</p>
More Money Math: Menus (3)	<ul style="list-style-type: none"> Math.6.RP.A.3.b Math.6.RP.A.3.c Math.6.NS.C.7.c CS.6-8.8.1.8DA.1 		<p>Week 6</p> <p>Instruction will include a combination of direct instruction, student independent research and class activities.</p>
Assessment			
Protect Yourself From Fraud (2)	<ul style="list-style-type: none"> PFL.9.1.8.E PFL.9.1.8.E.1 PFL.9.1.8.E.2 CS.6-8.8.2.8EC.1 CS.6-8.1.2.8NI.3 	Obj. We are learning to: <ul style="list-style-type: none"> recognize and identify sources of fraud and can take action to protect myself from harm. 	<p>A big part of your Financial Life & Well-Being is about protecting yourself & your assets.</p> <p>In order to protect yourself successfully, you need to be aware of the possible habits or obstacles you may encounter. Today you will read about some of the</p>

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			<p>dangers lurking in our world and find some tips on avoiding the dangers.</p> <p>Instruction will include a combination of direct instruction, student independent research and class activities.</p>
My Future Life: Making Decisions About Education & Careers (2)	<ul style="list-style-type: none"> ● PFL.9.1.8.A ● PFL.9.1.8.A.2 ● CS.6-8.8.1.8.1C.1 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● set goals for myself regarding what I want to achieve in a career and plan for the necessary education required. 	<p>Students will explore various types of education including trade schools, apprenticeships, Associates & Bachelor Degrees, as well as advanced degrees.</p> <p>In addition, students will explore career paths and the requirements to follow those paths.</p> <p>Included in this unit is a self-inventory of skills and strengths.</p> <p>Instruction will include a combination of direct instruction, student independent research and class activities.</p>
Budgeting (2)	<ul style="list-style-type: none"> ● Math.6.RP.A.3.b ● Math.6.RP.A.3.c ● Math.6.NS.C.7.c ● CS.6-8.8.2.8ITH.1 ● CS.6-8.8.2.8ITH.2 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● understand and explain how a budget can help me meet my financial goals and I can develop a simple budget for myself. 	<p>Students will be introduced to various personal budgeting methods, and will learn how their own personality will determine which method might be best for them. They will also understand that methods can be modified or changed over time as needed to be efficient.</p> <p>Instruction will include a combination of direct instruction, student independent research and class activities.</p>
Introduction to Credit (2)	<ul style="list-style-type: none"> ● Math.6.RP.A.3.b ● Math.6.RP.A.3.c ● Math.6.NS.C.7.c ● CS.6-8.1.2.8NI.3 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● understand and explain that using credit has a cost and that I must consider all the costs involved before borrowing. 	<p>Students will be introduced to vocabulary used by banks & creditors. Interest rates and credit agreements will be explored including Schumer Boxes.</p>

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			Instruction will include a combination of direct instruction, student independent research and class activities.
Credit Scores, Reports, & Using Credit Wisely (4)	<ul style="list-style-type: none"> • Math.6.RP.A.3.b • Math.6.RP.A.3.c • Math.6.NS.C.7.c • CS.6-8.8.1.8.DA.1 • CS.6-8.8.2.8EC.1 	Obj. We are learning to: <ul style="list-style-type: none"> • understand and explain how credit scores & reports are created, and how these scores & reports will affect me personally & financially. 	<p>Students will explore & learn how credit scores are calculated as well as learn how credit reports are generated.</p> <p>Instruction will include a combination of direct instruction, student independent research and class activities.</p>
Money in Everyday Life (4)	<ul style="list-style-type: none"> • PFL.9.1.8.B • PFL.9.1.8.E.1 • PFL.9.1.8.FP.3 • CS.6-8.8.2.8ITH.2 	Obj. We are learning to: <ul style="list-style-type: none"> • understand and explain that I make money decisions everyday, and each of these decisions play an important role in my financial well being. 	Students will explore various scenarios involving money decisions. They will actively work out the scenarios and draw conclusions through the class activities.

[Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc](#)

[ELA Enduring Understanding Statements](#)