

Financial Literacy

Link Community Charter School

UNITS (9/9 SELECTED)

- ☐ Unit 1: Money in Our Lives & Financial Responsibility
- ☐ Unit 2: Consumer Skills
- ☐ Unit 3: Budgeting
- ☐ Unit 4: Credit
- ☐ Unit 5: Saving
- ☐ Unit 6: Investing
- ☐ Unit 7: Protecting Yourself
- ☐ Unit 8: Prepare for Success
- ☐ Unit 9: Life After High School

SUGGESTED DURATION

6 lessons

8 lessons

10 lessons

10 lessons

8 lessons

8 lessons

8 lessons

8 lessons

8 lessons

Unit 1: Money in Our Lives & Financial Responsibility

Financial Literacy - Last Updated on July 19, 2022

STANDARDS ADDRESSED

New Jersey (NJSLS) - Grades 6-8 - Career Readiness, Life Literacies, and Key Skills (2020)

9.1.8.CR.4:

Examine the implications of legal and ethical behaviors when making financial decisions

9.1.8.CR.2:

Compare various ways to give back through strengths, passions, goals, and other personal factors.

9.1.8.CR.3:

Relate the importance of consumer, business, and government responsibility to the economy and personal finance.

9.1.8.CP.1:

Compare prices for the same goods or services.

9.1.8.CP.2:

Analyze how spending habits affect one's ability to save.

9.1.8.FP.1:

Describe the impact of personal values on various financial scenarios.

9.1.8.FP.2:

Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.

9.1.8.FP.3:

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

Unit 1: Money in Our Lives & Financial Responsibility

Financial Literacy - Last Updated on July 19, 2022

DESIRED RESULTS

Established Goals

The purpose of this unit is to establish an enduring understanding of financial literacy, and the role money plays in students' everyday lives. It will also serve as a foundation for the rest of the course by having students reflect on their relationship with money; their personal, familial, and cultural values; and how their values impact their financial decision making.

Transfer

Students will be able to independently use their learning to...

- Analyze financial decisions and the influence of personal/external factors.
- Assess emotional and financial tradeoffs involved in spending habits.
- Create a specific representation of what their future might look like based on goals and priorities using a vision board, slide deck, or video.

Meaning

Big Ideas & Understandings

- Students will understand that...
- Individual spending habits are impacted by a variety of cultural, social, and personalized factors.
 - Financial decisions can be swayed by external influences such as peer pressure and advertisement.
 - All financial decisions come with tradeoffs, or opportunity cost.
 - Setting short-term and long term personal and financial goals can impact future opportunities.

Essential Questions

- Students will keep considering...
- How is financial decision-making impacted by my goals and values?
 - How do other people, businesses, and institutions influence my spending habits?
 - What are financial tradeoffs?

Unit 1: Money in Our Lives & Financial Responsibility

Financial Literacy - Last Updated on July 19, 2022

Acquisition	
Knowledge	Skills
<p>Students will be able to...</p> <p>Discuss their personal financial decision-making process.</p> <p>Identify their money personality based on personal behavior and choices.</p> <p>Prioritize goals and values when faced with spending decisions.</p> <p>Practice making financial decisions centered around savings goals.</p> <p>Prioritize goals and values when faced with spending decisions</p> <p>Practice making financial decisions centered around savings goals</p> <p>Assess emotional and financial tradeoffs</p>	<p>Students will be skilled at...</p> <ul style="list-style-type: none">• Assess how spending priorities reflect goals and values.• Analyze how spending and saving behavior can affect overall well-being.• Compare the advantages and disadvantages of saving for financial goals.• Analyze money-handling decisions that young adults commonly face.• Compare the benefits of financial responsibility with the consequences of financial irresponsibility.• Predict how influences such as current fashion trends, peer pressure and procrastination can affect financial decisions.• Evaluate the results of a financial decision.• Give examples of how decisions made today can affect future opportunities.• Apply systematic decision making to setting and achieving financial goals.• Prioritize personal financial goals.

Unit 1: Money in Our Lives & Financial Responsibility

Financial Literacy - Last Updated on July 19, 2022

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	Performance Task(s): Including but not limited to: Graphic Organizers Pre-Assessments Exit Tickets R.A.C.E. Responses Writing Prompts One Pager Infographics Small Group Presentations Nearpod Lessons Kahoot Review Quizzes
	Other Evidence:


LEARNING PLAN

Summary of Key Learning Events and Instruction:

[Click Here for Unit 1 Lesson Plans](#)

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

ATTACHMENTS

 Differentiated_Instruction_Document_.pdf

Unit 2: Consumer Skills

Financial Literacy - Last Updated on July 19, 2022

STANDARDS ADDRESSED

New Jersey (NJSLS) - Grades 6-8 - Career Readiness, Life Literacies, and Key Skills (2020)	
9.1.8.CP.1:	
Compare prices for the same goods or services.	
9.1.8.CP.2:	
Analyze how spending habits affect one's ability to save.	
9.1.8.EG.1:	
Explain how taxes affect disposable income and the difference between net and gross income	
9.1.8.EG.6:	
Explain the economic principle of the circular flow of money in different situations regarding buying products or services from a local or national business and buying imported or domestic goods.	
9.1.8.EG.7:	
Explain the effect of the economy (e.g., inflation, unemployment) on personal income, individual and family security, and consumer decisions.	
9.1.8.EG.8:	
Analyze the impact of currency rates over a period of time and the impact on trade, employment, and income.	
9.1.8.FP.1:	
Describe the impact of personal values on various financial scenarios.	
9.1.8.FP.2:	
Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.	
9.1.8.FP.3:	
Explain how self-regulation is important to managing money (e.g., delayed gratification, impulse buying, peer pressure, etc.).	
9.1.8.FP.4:	
Analyze how familial and cultural values influence savings rates, spending, and other financial decisions.	
9.1.8.FP.6:	

Unit 2: Consumer Skills

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Compare and contrast advertising messages to understand what they are trying to accomplish.

9.1.8.FP.7:

Identify the techniques and effects of deceptive advertising.

9.1.8.PB.5:

Identify factors that affect one's goals, including peers, culture, location, and past experiences.

9.1.8.PB.7:

Brainstorm techniques that will help decrease expenses including comparison shopping, negotiating, and day-to-day expense management.

Unit 2: Consumer Skills

Financial Literacy - Last Updated on July 19, 2022

DESIRED RESULTS

Established Goals

By the end of unit 2, students will have detailed understanding of comparison shopping and the use of discounts to save money, and how to use checking accounts and varied payment methods to make immediate and delayed purchases.

Transfer

Students will be able to independently use their learning to...

- Practice comparison shopping and compare saving strategies
- Read a receipt to understand the full cost of a product, including discounts, sales, tax, and other modifiers.
- Analyze a checking account statement
- Decide which type of payment is best in different situations

Meaning

Big Ideas & Understandings

Students will understand that...

- Comparison shopping, coupons, and discounts allow consumers to save money and budget effectively.
- Sales taxes, discounts, and other factors can affect the final costs of goods or services on a receipt.
- Various payment methods can be used to pay for goods and services, including cash, credit cards, and checking accounts.

Essential Questions

Students will keep considering...

- What is comparison shopping, and how can it help me budget effectively?
- Are "free" products actually free?
- How can I read a receipt, and use them for short and long term financial planning?
- Why does the final cost of items on a receipt look different than the listed price on the shelf?

Acquisition

Knowledge

Students will be able to...

Skills

Students will be skilled at...

Unit 2: Consumer Skills

Financial Literacy - Last Updated on July 19, 2022

Acquisition

- | | |
|---|--|
| <ul style="list-style-type: none">• Determine how comparison shopping can help in making different levels of purchasing decisions• Choose the best course of action in making a purchasing decision• Discuss how “must-have” features can vary from purchase to purchase• Analyze the psychological strategies used by brands and stores to entice you to buy• Determine the value of different types of discounts, promotions, and offers• Discuss the cost of “free” video games• Explain the essential elements of a receipt• Explain why it’s important to sometimes keep your receipts• Identify the basic elements of a checking account• Explain how to deposit and withdraw money using a checking account• Explain the difference between multiple types of payment• Evaluate the risk of using peer-to-peer payment apps | <ul style="list-style-type: none">• Assess how spending priorities reflect goals and values.• Compare saving strategies, including “Pay Yourself First” and comparison shopping.• Analyze how external factors, such as marketing and advertising, might influence spending decisions for different individuals.• Describe a process for making a consumer decision by combining pre-purchase information with point-of-purchase information, such as unit price data and discounts.• Verify sales receipts for accuracy, including calculations, sales tax and any fees.• Analyze money-handling decisions that young adults commonly face.• Summarize the advantages and disadvantages of stored value cards, gift cards, and online and mobile payment systems. |
|---|--|

Unit 2: Consumer Skills

Financial Literacy - Last Updated on July 19, 2022

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	Performance Task(s): Including but not limited to: Graphic Organizers Pre-Assessments Exit Tickets R.A.C.E. Responses Writing Prompts One Pager Infographics Small Group Presentations Nearpod Lessons Kahoot Review Quizzes
	Other Evidence:


LEARNING PLAN

Summary of Key Learning Events and Instruction:

[Click Here for Unit 2 Lesson Plans](#)

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

ATTACHMENTS

 Differentiated_Instruction_Document_.pdf

Unit 3: Budgeting

Financial Literacy - Last Updated on July 13, 2022

STANDARDS ADDRESSED

New Jersey (NJSLS) - Grades 6-8 - Career Readiness, Life Literacies, and Key Skills (2020)

9.1.8.CDM.1:

Compare and contrast the use of credit cards and debit cards for specific purchases and the advantages and disadvantages of using each.

9.1.8.CP.1:

Compare prices for the same goods or services.

9.1.8.CP.2:

Analyze how spending habits affect one's ability to save.

9.1.8.EG.1:

Explain how taxes affect disposable income and the difference between net and gross income

9.1.8.EG.2:

Explain why various sources of income are taxed differently.

9.1.8.EG.7:

Explain the effect of the economy (e.g., inflation, unemployment) on personal income, individual and family security, and consumer decisions.

9.1.8.FP.5:

Determine how spending, investing, and using credit wisely contributes to financial well-being.

9.1.8.PB.1:

Predict future expenses or opportunities that should be included in the budget planning process.

9.1.8.PB.2:

Explain how different circumstances can affect one's personal budget.

9.1.8.PB.3:

Explain how to create budget that aligns with financial goals.

9.1.8.PB.5:

Identify factors that affect one's goals, including peers, culture, location, and past experiences.

Unit 3: Budgeting

Financial Literacy - Last Updated on July 13, 2022

9.1.8.PB.6:

Construct a budget to save for short-term, long term, and charitable goals.

9.1.8.PB.7:

Brainstorm techniques that will help decrease expenses including comparison shopping, negotiating, and day-to-day expense management.

Unit 3: Budgeting

Financial Literacy - Last Updated on July 13, 2022

DESIRED RESULTS

Established Goals

By the end of Unit 3, students will have a detailed understanding of financial wants vs. needs and the impact of budgeting on financial success, spending and saving.

Transfer

Students will be able to independently use their learning to...

- Create a sample budget
- Adapt a budget based on changing financial circumstances
- Analyze a pay stub to plan financial decisions
- Justify the value of an emergency fund
- Demonstrate the importance and use of taxes

Meaning

Big Ideas & Understandings

Students will understand that...

- Budgets can be used to help individuals meet personal and financial goals, and can be adapted based on income, planned saving, and expenses.
- While budgets can include both needs and wants, needs should be prioritized in a limited budget.
- Net pay is the "take home" pay of consumers after deductions from taxes, insurance, and other factors.
- Taxes are deducted from workers' paychecks by local, state, and federal government in order to fund public programs and institutions.

Essential Questions

Students will keep considering...

- What is a budget?
- How can budgets help me meet my short and long term personal and financial goals?
- How are wants and needs different?
- Why does gross pay differ from net or "take home" pay? How does net pay impact my budget limit?
- What is an emergency fund?

Unit 3: Budgeting

Financial Literacy - Last Updated on July 13, 2022

Acquisition	
Knowledge	Skills
<p>Students will be able to...</p> <ul style="list-style-type: none">• Analyze monthly household expenses• Explain the benefits of using a budget• Categorize purchases into needs and wants• Prioritize spending using a limited budget• Prioritize budget categories based on needs, wants, and savings goals• Explain the difference between gross pay and net pay and why net pay is used when creating a budget• Summarize the general use of tax revenue by the government• Explain which categories account for the most government spending, how they affect us, and with which organizations/entities they are associated	<p>Students will be skilled at...</p> <ul style="list-style-type: none">• Assess how spending priorities reflect goals and values.• Analyze how spending and saving behavior can affect overall well-being.• Discuss the components of a personal spending plan, including income, planned saving, and expenses.• Evaluate the relationship between spending practices and achieving financial goals.• Evaluate the results of a financial decision.• Give examples of how decisions made today can affect future opportunities.• Analyze how external factors, such as marketing and advertising, might influence spending decisions for different individuals.• Identify common types of payroll deductions.• Calculate how payroll deductions affect take-home pay.

Unit 3: Budgeting

Financial Literacy - Last Updated on July 13, 2022

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	Performance Task(s): Including but not limited to: Graphic Organizers Pre-Assessments Exit Tickets R.A.C.E. Responses Writing Prompts One Pager Infographics Small Group Presentations Nearpod Lessons Kahoot Review Quizzes
	Other Evidence:

LEARNING PLAN

Summary of Key Learning Events and Instruction:

[Click Here for Unit 3 Lesson Plans](#)

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

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Unit 4: Credit

Financial Literacy - Last Updated on July 14, 2022

STANDARDS ADDRESSED

New Jersey (NJSLS) - Grades 6-8 - Career Readiness, Life Literacies, and Key Skills (2020)

9.1.8.CDM.1:

Compare and contrast the use of credit cards and debit cards for specific purchases and the advantages and disadvantages of using each.

9.1.8.CDM.2:

Demonstrate an understanding of the terminology associated with different types of credit (e.g., credit cards, installment loans, mortgages, lines of credit) and compare and calculate the interest rates associated with each.

9.1.8.CDM.3:

Compare and contrast loan management strategies, including interest charges and total principal repayment costs.

9.1.8.CDM.4:

Evaluate the application process for different types of loans (e.g., credit card, mortgage, student loans).

9.1.8.FI.1:

Identify the factors to consider when selecting various financial service providers.

9.1.8.FI.2:

Determine the most appropriate use of various financial products and services to borrow and access money for making purchases (e.g., ATM, debit cards, credit cards, check books, online/mobile banking).

9.1.8.FI.3:

Evaluate the most appropriate financial institutions to assist with meeting various personal financial needs and goals.

9.1.8.FI.4:

Analyze the interest rates and fees associated with financial products

9.1.8.FP.5:

Determine how spending, investing, and using credit wisely contributes to financial well-being.

Unit 4: Credit

Financial Literacy - Last Updated on July 14, 2022

DESIRED RESULTS

Established Goals

By the end of Unit 4, students will have a detailed understanding of credit, borrowing and lending money through financial institutions, and credit scores.

Transfer

Students will be able to independently use their learning to...

- Evaluate the pros and cons of borrowing money in real-world situations.
- Analyze the key differences between credit and debit cards that make one more beneficial than the other in certain situations.
- Analyze a credit card statement.
- Determine how consumer behaviors and spending patterns that can positively or negatively affect one's credit score.
- Calculate the total cost of a loan with different credit scores.
- Calculate the total cost of repaying a loan under various rates of interest and over different periods.

Meaning

Big Ideas & Understandings

Students will understand that...

- While money can be borrowed through loans or lines of credit, there are both potential benefits, risks, and consequences for nonrepayment that are associated with financial borrowing.
- Credit and debit cards allow consumers "cashless" means of payment, but have contrasting functions.
- Failure to repay debts, loans, or credit card statements can negatively impact a consumer's credit score and financial history.
- Credit scores are a reflection of a consumer's financial history of borrowing, spending, and

Essential Questions

Students will keep considering...

- What are the potential benefits and risks associated with borrowing money?
- How are credit cards similar to and different from debit cards?
- How can credit cards be used responsibly?
- How does a positive or negative credit score impact someone's borrowing power?

Unit 4: Credit

Financial Literacy - Last Updated on July 14, 2022

Meaning	
<p>repaying money; the total score can have positive or negative consequences on a consumer's ability to borrow money, apply for loans, and complete other tasks.</p> <ul style="list-style-type: none">Loans with interest require consumers to pay back additional money over the life of their loan; the longer it takes for consumers to pay back their initial loan, the more money is paid in interest over time.	

Acquisition	
Knowledge	Skills
<p>Students will be able to...</p> <ul style="list-style-type: none">Evaluate the pros and cons of borrowing moneyPropose alternative ways of helping someone rather than lending them moneyCreate a repayment plan, and adjust a repayment plan when on party is unable to follow throughExplain the concepts of credit, interest, and loans.Compare the similarities and differences of credit and debit cards, and choose whether a debit or credit card is appropriate for different situations.Explain what is a credit scoreExplain what factors affect a person's credit scoreDemonstrate behaviors that can positively or negatively affect a person's credit score	<p>Students will be skilled at...</p> <ul style="list-style-type: none">Calculate the total cost of repaying a loan under various rates of interest and over different periods.Weigh the potential payoffs of a positive borrowing reputation versus the potential consequences of a poor borrowing reputation.Analyze money-handling decisions that young adults commonly face.Compare the benefits of financial responsibility with the consequences of financial irresponsibility.Evaluate the results of a financial decision.Assess whether a specific purchase justifies the use of credit.Explain how debit cards differ from credit cardsWeigh the potential payoffs of a positive borrowing reputation versus the potential consequences of a poor borrowing reputation.Recommend actions that a borrower could take to reduce or better manage excessive debt.

Unit 4: Credit

Financial Literacy - Last Updated on July 14, 2022

Acquisition	
	<ul style="list-style-type: none">• Explain how interest rate, compounding frequency and loan length affect the cost of using credit.• Weigh the potential payoffs of a positive borrowing reputation versus the potential consequences of a poor borrowing reputation.

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	Performance Task(s): Including but not limited to: Graphic Organizers Pre-Assessments Exit Tickets R.A.C.E. Responses Writing Prompts One Pager Infographics Small Group Presentations Nearpod Lessons Kahoot Review Quizzes
	Other Evidence:


LEARNING PLAN

Summary of Key Learning Events and Instruction:

[Click Here for Unit 4 Lesson Plans](#)

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

ATTACHMENTS

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Unit 5: Saving

Financial Literacy - Last Updated on July 19, 2022

STANDARDS ADDRESSED

New Jersey (NJSLS) - Grades 6-8 - Career Readiness, Life Literacies, and Key Skills (2020)

9.1.8.CP.2:

Analyze how spending habits affect one's ability to save.

9.1.8.FI.1:

Identify the factors to consider when selecting various financial service providers.

9.1.8.FI.3:

Evaluate the most appropriate financial institutions to assist with meeting various personal financial needs and goals.

9.1.8.FI.4:

Analyze the interest rates and fees associated with financial products

9.1.8.PB.3:

Explain how to create budget that aligns with financial goals.

9.1.8.PB.4:

Construct a simple personal savings and spending plan based on various sources of income and different stages of life (e.g. teenager, young adult, family).

Unit 5: Saving

Financial Literacy - Last Updated on July 19, 2022

DESIRED RESULTS

Established Goals

By the end of Unit 5, students will have a detailed understanding of savings and checking accounts, compounded interest, and the impact of building saving habits on financial health.

Transfer

Students will be able to independently use their learning to...

- Create a list of short, medium, and long-term savings goals
- Calculate how much they would have to save weekly, monthly, or annually to meet different savings goals
- Determine what spending habits they have that could change if necessary in order to meet savings goals
- Choose whether a savings or checking account is appropriate for different financial situations
- Analyze checking and savings account statements
- Calculate simple interest and compound interest earnings year over year

Meaning

Big Ideas & Understandings

Students will understand that...

- "Paying yourself first" refers to prioritizing saving portions of one's paycheck or salary before doing any other spending.
- When combined with other healthy financial habits, saving allows one to better reach financial goals.
- Checking and savings accounts allow consumers to securely store their savings with federally insured banks or credit unions.
- Many savings and some checking accounts allow consumers to accrue simple and compounded interests on their savings, differing by institution and account type.

Essential Questions

Students will keep considering...

- What are my short, medium, and long-term savings goals?
- What financial habits can I practice to meet my savings goals?
- What are the differences and similarities between checking and savings accounts?
- How do simple and compound interest accrue differently?

Unit 5: Saving

Financial Literacy - Last Updated on July 19, 2022

Acquisition	
Knowledge	Skills
<p>Students will be able to...</p> <ul style="list-style-type: none">• Explain why saving is important• Explain what it means to “pay yourself first” and why it’s beneficial• Analyze the elements of a budget and how they affect different aspects of your personal and financial well-being• Explain what is a savings account• Compare the difference between savings and checking accounts• Develop a plan to talk to a parent or guardian about opening a savings account• Prepare for opening a savings account by determining what features are most important, what items they already have, and what items they’ll need to apply• Explain what is simple interest and compound interest• Compare the difference in growth of an investment when using simple vs. compound interest	<p>Students will be skilled at...</p> <ul style="list-style-type: none">• Discuss the components of a personal spending plan, including income, planned saving, and expenses.• Compare saving strategies, including “Pay Yourself First” and comparison shopping.• Justify the value of an emergency fund.• Evaluate the relationship between spending practices and achieving financial goals.• Analyze money-handling decisions that young adults commonly face.• Compare the advantages and disadvantages of saving for financial goals.• . Evaluate the relationship between spending practices and achieving financial goals.• Research federal government depository insurance coverage and limits related to consumer bank and credit union accounts.• Analyze money-handling decisions that young adults commonly face.• Demonstrate how to open a basic deposit account at a financial institution or brokerage firm.• Analyze how discussing important financial matters with household members can help reduce conflict.• Explain why saving is a prerequisite to investing

Unit 5: Saving

Financial Literacy - Last Updated on July 19, 2022

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	Performance Task(s): Including but not limited to: Graphic Organizers Pre-Assessments Exit Tickets R.A.C.E. Responses Writing Prompts One Pager Infographics Small Group Presentations Nearpod Lessons Kahoot Review Quizzes
	Other Evidence:

LEARNING PLAN

Summary of Key Learning Events and Instruction:

[Click Here for Unit 5 Lesson Plans](#)

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

ATTACHMENTS

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Unit 6: Investing

Financial Literacy - Last Updated on July 19, 2022

STANDARDS ADDRESSED

New Jersey (NJSL) - Grades 6-8 - Career Readiness, Life Literacies, and Key Skills (2020)

9.1.8.CDM.4:

Evaluate the application process for different types of loans (e.g., credit card, mortgage, student loans).

9.1.8.FI.3:

Evaluate the most appropriate financial institutions to assist with meeting various personal financial needs and goals.

9.1.8.FI.4:

Analyze the interest rates and fees associated with financial products

9.1.8.FP.5:

Determine how spending, investing, and using credit wisely contributes to financial well-being.

Unit 6: Investing

Financial Literacy - Last Updated on July 19, 2022

DESIRED RESULTS

Established Goals

By the end of Unit 6, students will have a detailed understanding of investments, stocks and bonds, and the Stock Market.

Transfer

Students will be able to independently use their learning to...

- Calculate compound interest using an online compound interest calculator
- Explain the difference between Bear and Bull periods of the Stock Market
- Decide how much someone should invest in stocks and bonds based on personal goals and risk tolerance
- Analyze the long-term performance of an index fund like the S&P 500 alongside the performance of individual stocks
- Outline the process of investing using a custodial account

Meaning

Big Ideas & Understandings

Students will understand that...

- Different types of investments (like stocks and bonds) carry associated low, medium, or high risk.
- The Stock Market allow consumers to directly invest in publicly traded businesses; when the value of a company increases, the value of their stock does as well. Purchasing stocks allows consumers the opportunity to see their investments increase or decrease in value on a daily basis.
- Consumers can purchase or sell stocks at almost any time based on their value; strategic purchasing and selling of stocks allows consumers to make profit off of their investment.
- Periods of high and low yield (Bear and Bull

Essential Questions

Students will keep considering...

- What are the benefits and risks associated with investing?
- What are different types of low, medium, and high risk investments? How do I determine with investment type is right form me?
- How does the stock market function?
- What is the difference between Bear and Bull market, and how can they impact stock investments?
- How do I open and utilize a custodial account?

Unit 6: Investing

Financial Literacy - Last Updated on July 19, 2022

Meaning	
Markets) are indicative of individual consumer trends on the Stock Market and larger, global economic trends.	

Acquisition	
Knowledge	Skills
<p>Students will be able to...</p> <ul style="list-style-type: none">• Explain the difference between saving and investing• Explain the difference between simple interest and compound interest• Discuss the basic elements of the stock market• Explain upward and downward trends (bear vs. bull) in the stock market• Compare the difference between stocks and bonds• Evaluate when it would be beneficial to invest in stocks and bonds• Decide how much someone should invest in stocks and bonds based on personal goals and risk tolerance• Analyze how diversification effects risk when investing• Explain the benefits and more favorable levels of risk when investing in an index fund vs. picking individual stocks• Explain how young people can start investing responsibly• Outline the process of investing using a custodial account	<p>Students will be skilled at...</p> <ul style="list-style-type: none">• Illustrate the effect of inflation on buying power.• Explain how rate of return, frequency of compounding, taxes and inflation can affect changes in investment returns.• Define the time value of money and explain how money invested regularly over time may grow exponentially.• Given a rate of return, number of years and frequency of periodic payments, calculate the end (future) value of an investment.• Explain how stock markets facilitate the buying and selling of securities.• Discuss reasons why some investors sell stocks when the stock market is falling (panic selling) and buy when prices are rising (exuberant buying).• Explain the difference between stocks and bonds.• Discuss the potential benefits of a long-term investing strategy.• Suggest types of investments appropriate for people who have a low risk tolerance for investment volatility.• Apply systematic decision making to setting and achieving financial goals.• Compare investing in individual stocks and bonds

Unit 6: Investing

Financial Literacy - Last Updated on July 19, 2022

Acquisition	
	<p>with investing in mutual funds and exchange traded funds.</p> <ul style="list-style-type: none">• Use online data to compare investment performance of selected mutual funds and exchange-traded funds over different time periods.• Evaluate the results of a financial decision.• Give examples of how decisions made today can affect future opportunities.• Demonstrate how to open a basic deposit account at a financial institution or brokerage firm.

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	Performance Task(s): Including but not limited to: Graphic Organizers Pre-Assessments Exit Tickets R.A.C.E. Responses Writing Prompts One Pager Infographics Small Group Presentations Nearpod Lessons Kahoot Review Quizzes
	Other Evidence:

Unit 6: Investing

Financial Literacy - Last Updated on July 19, 2022

LEARNING PLAN

Summary of Key Learning Events and Instruction:

[Click Here for Unit 6 Lesson Plans](#)

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

ATTACHMENTS

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Unit 7: Protecting Yourself

Financial Literacy - Last Updated on July 19, 2022

STANDARDS ADDRESSED

New Jersey (NJSLS) - Grades 6-8 - Career Readiness, Life Literacies, and Key Skills (2020)

9.1.8.CP.3:

Explain the purpose of a credit score and credit record, the factors and impact of credit scores.

9.1.8.CP.4:

Summarize borrower's credit report rights.

9.1.8.CP.5:

Compare the financial products and services available to borrowers relative to their credit worthiness.

9.1.8.EG.9:

Identify types of consumer fraud, the procedures for reporting fraud, the specific consumer protection laws, and the issues they address.

9.1.8.RM.1:

Determine criteria for deciding the amount of insurance protection needed.

9.1.8.RM.2:

Analyze the need for and value of different types of insurance and the impact of deductibles in protecting assets against loss.

9.1.8.RM.3:

Evaluate the need for different types of warranties.

9.1.8.RM.4:

Explain the purpose of insurance products and the reasons for property product and liability insurance protection.

Unit 7: Protecting Yourself

Financial Literacy - Last Updated on July 19, 2022

DESIRED RESULTS

Established Goals

By the end of Unit 7, students will have a detailed understanding of digital citizenship, scams and identity theft, and the importance of various insurance protections.

Transfer

Students will be able to independently use their learning to...

- Decide how people can be upstanding digital citizens in response to scenarios in social media
- Create secure passwords using proven strategies
- Identify clues that would tip them off that something is a scam
- Assess the overall value of insurance plans with higher premiums

Meaning

Big Ideas & Understandings

Students will understand that...

- Practicing digital citizenship enables individuals to keep themselves and others safe in online spaces and social media.
- Insurance plans allow consumers to protect themselves in various situations and areas of their life; examples include health insurance, car insurance, life insurance, and homeowner's insurance.
- Insurance plans vary in cost based on the age of the plan owner, plan coverage, and other socioeconomic factors.

Essential Questions

Students will keep considering...

- What is digital citizenship? How can it keep myself and others safe in online spaces?
- How can I protect myself from hacking, phishing, scams, and identity theft online, on social media, or in other spaces?
- What is insurance?
- How are various types of insurance able to protect me in different scenarios?
- What factors affect the cost and coverage included in insurance plans?

Unit 7: Protecting Yourself

Financial Literacy - Last Updated on July 19, 2022

Acquisition	
Knowledge	Skills
<p>Students will be able to...</p> <ul style="list-style-type: none">• Explain why practicing good digital citizenship is important• Determine the most appropriate course of action in certain online situations• Assess how different scenarios can leave a person vulnerable to identity theft• Identify best practices to avoid identity theft• Discuss what goes into practicing good computer security• Explain the concept of and common tactics used in phishing scams• Explain the purpose of insurance• Evaluate at what age a person will start to need different types of insurance• Assess the overall value of insurance plans with higher premiums• Discuss why younger drivers typically pay higher insurance premiums• Explain the different levels of car insurance and what they cover• Analyze the different factors that affect insurance premiums	<p>Students will be skilled at...</p> <ul style="list-style-type: none">• Give examples of behaviors that make consumers vulnerable to fraud.• Investigate types of consumer fraud, including online scams and phone solicitations.• Give examples of how people manage the risk of financial loss through avoidance, acceptance, control and reduction and transfer through insurance.• Predict the consequences of accepting risk with insufficient or no insurance.• Illustrate how to use insurance to share the risk of financial loss.• Categorize the kinds of expenses that typical renters' policies and typical homeowners' policies cover• Categorize the kinds of expenses that health insurance can cover.• Discuss factors that affect insurance premiums.• Investigate the use of liability insurance to cover accidental bodily harm or damage to another person's property

Unit 7: Protecting Yourself

Financial Literacy - Last Updated on July 19, 2022

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	Performance Task(s): Including but not limited to: Graphic Organizers Pre-Assessments Exit Tickets R.A.C.E. Responses Writing Prompts One Pager Infographics Small Group Presentations Nearpod Lessons Kahoot Review Quizzes
	Other Evidence:

LEARNING PLAN

Summary of Key Learning Events and Instruction:

[Click Here for Unit 7 Lesson Plans](#)

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

ATTACHMENTS

 Differentiated_Instruction_Document_.pdf

Unit 8: Prepare for Success

Financial Literacy - Last Updated on July 19, 2022

STANDARDS ADDRESSED

New Jersey (NJSLS) - Grades 6-8 - Career Readiness, Life Literacies, and Key Skills (2020)

9.1.8.EG.8:

Analyze the impact of currency rates over a period of time and the impact on trade, employment, and income.

9.1.8.FP.1:

Describe the impact of personal values on various financial scenarios.

9.1.8.FP.2:

Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.

9.1.8.FP.3:

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

9.1.8.PB.4:

Construct a simple personal savings and spending plan based on various sources of income and different stages of life (e.g. teenager, young adult, family).

9.1.8.PB.6:

Construct a budget to save for short-term, long term, and charitable goals.

Unit 8: Prepare for Success

Financial Literacy - Last Updated on July 19, 2022

DESIRED RESULTS

Established Goals

By the end of Unit 8, students will have a detailed understanding of resumes, interviewing skills, and other skills necessary for high school preparation and post-graduation transition.

Transfer

Students will be able to independently use their learning to...

- Create a resume
- Demonstrate the use of soft skills in a group activity
- Demonstrate their applicable skills in elevator pitches, mock interviews, and mock job applications
- Prepare responses to popular interview questions

Meaning

Big Ideas & Understandings

Students will understand that...

- Colleges, Competitive High Schools, and Future employers look for qualified candidates based on selective criteria, including: education, prior experience, and soft skills.
- Resumes can be used to demonstrate someone's applicable education, skills, and experience in a field for educational and work opportunities.
- Schools and employers may hold interviews with a candidate to determine if they are an appropriate fit for their workplace or school community.

Essential Questions

Students will keep considering...

- How can I best represent myself on resumes, interviews, and applications for schools and work opportunities?
- What are soft skills?
- What skills, qualities, opportunities, or experience do I have that makes me unique from others?

Acquisition

Knowledge

Students will be able to...

Skills

Students will be skilled at...

Unit 8: Prepare for Success

Financial Literacy - Last Updated on July 19, 2022

Acquisition

- | Acquisition | |
|---|--|
| <ul style="list-style-type: none">• Identify what things colleges are looking for when evaluating applicants• Discuss the purpose of a high school transcript and how they're affected by Honors, AP, and IB courses• Identify key elements to include in a resume• Discuss best practices in creating a resume• Analyze another person's resume• Write a first draft resume• Explain the difference between soft skills and hard skills• Identify soft skills that are a strength and those that are an area for improvement• Explain what is an elevator pitch and why it is important• Discuss best practices throughout the entire application and interview process• Discuss different ways to prepare for a job interview• Discuss best practices for a person's first job interview• Analyze popular interview questions | <ul style="list-style-type: none">• Give examples of how decisions made today can affect future opportunities.• Complete an age appropriate, part-time job application.• Using soft skills in small group activities• Preparing persuasive verbal responses in interview settings |

Unit 8: Prepare for Success

Financial Literacy - Last Updated on July 19, 2022

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	Performance Task(s): Including but not limited to: Graphic Organizers Pre-Assessments Exit Tickets R.A.C.E. Responses Writing Prompts One Pager Infographics Small Group Presentations Nearpod Lessons Kahoot Review Quizzes
	Other Evidence:


LEARNING PLAN

Summary of Key Learning Events and Instruction:

[Click here for Unit 8 Lesson Plans](#)

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

ATTACHMENTS

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Unit 9: Life After High School

Financial Literacy - Last Updated on July 19, 2022

STANDARDS ADDRESSED

New Jersey (NJSL) - Grades 6-8 - Career Readiness, Life Literacies, and Key Skills (2020)

9.1.8.CR.1:

Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.

9.1.8.EG.3:

Explain the concept and forms of taxation and evaluate how local, state and federal governments use taxes to fund public activities and initiatives.

9.1.8.EG.4:

Identify and explain the consequences of breaking federal and/or state employment or financial laws.

9.1.8.EG.5:

Interpret how changing economic and societal needs influence employment trends and future education.

9.1.8.FP.1:

Describe the impact of personal values on various financial scenarios.

9.1.8.FP.2:

Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.

9.1.8.FP.3:

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

9.1.8.CP.5:

Compare the financial products and services available to borrowers relative to their credit worthiness.

Unit 9: Life After High School

Financial Literacy - Last Updated on July 19, 2022

DESIRED RESULTS

Established Goals

By the end of Unit 9, students will have detailed understanding of post-high school career opportunities, education opportunities (including 2 and 4 year colleges and universities, trade schools, and alternatives to higher education), and budgeting for higher education.

Transfer

Students will be able to independently use their learning to...

- Role-play making decisions regarding their college career using the Payback game
- Calculate the difference between sticker price and net price of colleges
- Choose an educational path for people who are pursuing a specific career
- Evaluate the careers that are recommended after using a career search tool
- Adjust a budget based on changing career and life circumstances

Meaning

Big Ideas & Understandings

Students will understand that...

- A variety of career paths are available based on an individual's personal preferences, skills, and desires for the future.
- In order to enter many career paths, specific education or training is required from post-secondary institutions.
- While many students choose to attend traditional 4-year colleges or universities, alternatives like community colleges and technical schools offer post-secondary education and training in specified fields at lower costs.
- The salaries of different career paths vary widely; it is helpful to consider how one will budget in the future based on projected salary, lifestyle, and

Essential Questions

Students will keep considering...

- What career path is right for me?
- What post-secondary education or technical training is needed to attain a specific career?
- How can I lower my cost of post-secondary education?
- What alternatives exist to 4-year colleges and universities?
- How can I appropriate budget for the future in a given career path?

Unit 9: Life After High School

Financial Literacy - Last Updated on July 19, 2022

Meaning	
individual needs.	

Acquisition	
Knowledge	Skills
<p>Students will be able to...</p> <ul style="list-style-type: none">• Analyze the value of a college education• Identify the common costs associated with going to college• Compare the costs of private, public in-state, public out-of-state, and community colleges• Identify ways to lower the cost of college• Identify advantages of choosing something other than a 4-year college• Choose an educational path for people who are pursuing a specific career• Analyze multiple different alternatives to attending a 4-year college• Discuss the different jobs they would and would NOT love to have as an adult• Discuss different factors to consider when selecting a career• Analyze the starting salaries of two different specific careers• Estimate the salary that will be required in order to meet a specific standard of living• Analyze what it will be like to live on their own	<p>Students will be skilled at...</p> <ul style="list-style-type: none">• Analyze how spending and saving behavior can affect overall well-being.• When making a consumer decision, consider a range of spending and non-spending alternatives.• Give an example of how education and training can affect lifetime income.• Compare the costs of post-secondary education with the potential increase in income from a career of choice.• Devise a strategy to minimize the costs of postsecondary education.• Analyze money-handling decisions that young adults commonly face.• Compare the benefits of financial responsibility with the consequences of financial irresponsibility.• Evaluate the results of a financial decision.• Give examples of how decisions made today can affect future opportunities.• Explain how individuals use debt as an investment• Analyze money-handling decisions that young adults commonly face.• Evaluate the results of a financial decision.• Match personal skills and interests to various career options• Compare the education and training requirements,

Unit 9: Life After High School

Financial Literacy - Last Updated on July 19, 2022

Acquisition	
	<p>income potential and primary duties of at least two jobs of interest</p> <ul style="list-style-type: none">• Assess how spending priorities reflect goals and values• Discuss the components of a personal spending plan, including income, planned saving, and expenses• Justify the value of an emergency fund• Assess differences among peer values and attitudes about money

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	<p>Performance Task(s): Including but not limited to: Graphic Organizers Pre-Assessments Exit Tickets R.A.C.E. Responses Writing Prompts One Pager Infographics Small Group Presentations Nearpod Lessons Kahoot Review Quizzes</p>
	Other Evidence:

Unit 9: Life After High School

Financial Literacy - Last Updated on July 19, 2022

LEARNING PLAN

Summary of Key Learning Events and Instruction:

[Click here for Unit 9 Lesson Plans](#)

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

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