

# Financial Literacy

**Unit Title:** Financial Literacy

## Stage 1: Desired Results

### Standards & Indicators:

9.1.12.CFR.5 Summarize the purpose and importance of estate planning documents (e.g., will, durable power of attorney, living will, health care proxy, etc.).

9.1.12.CDM.1 Identify the purposes, advantages, and disadvantages of debt.

9.1.12.CDM.2 Compare and contrast the advantages and disadvantages of various types of mortgages.

9.1.12.CDM.3 Determine ways to leverage debt beneficially.

9.1.12.CDM.5 Identify the types of characteristics of predatory lending practices and the importance of collateral (e.g., payday loans, car title loans, high-risk mortgages).

9.1.12.CP.1 Summarize how one's credit history can affect finances, including loan terms, employment, and qualifying for loans.

9.1.12.CP.2 Identify the advantages of maintaining a positive credit history.

9.1.12.CP.3 Summarize factors that affect a positive credit rating, including on-time payments, debt versus available credit, length of open credit, and how often you apply for credit.

9.1.12.CP.4 Identify the skill sets needed to build and maintain a positive credit profile.

9.1.12.CP.5 Create a plan to improve and maintain an excellent credit rating.

9.1.12.CP.6 Explain the effect of debt on a person's net worth.

9.1.12.CP.7 Summarize factors that affect a particular credit scoring system.

9.1.12.CP.8 Identify different ways you can protect your credit.

9.1.12.CP.9 Analyze the information contained in a credit report, how scores are calculated and used, and explain the importance of disputing inaccurate entries.

9.1.12.EG.1 Review the tax rates on different sources of income and on different types of products and services purchased.

9.1.12.EG.2 Explain why various forms of income are taxed differently.

9.1.12.FI.1 Identify ways to protect yourself from identity theft.

9.1.12.FI.2 Explain ways to manage your accounts that maximize benefits and provide you with the utmost protection.

9.1.12.FI.3 Develop a plan that uses the services of various financial institutions to prepare for long term personal and family goals (e.g., college, retirement).

9.1.12.FP.1 Create a clear long-term financial plan to ensure its alignment with your values.

9.1.12.FP.2 Explain how an individual's financial values and goals may change across a lifetime and the adjustments to the personal financial plan that may be needed.

### Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.2.12.CAP.12	Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.	An individual's income and benefit needs and financial plan can change over time.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).	With a growth mindset, failure is an important part of success.
9.4.12.TL.2	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.

### Central Idea/Enduring Understanding:

To be fiscally responsible, an individual's finances should align with his or her values and goals. Building and maintaining a good credit history is a process.

### Essential/Guiding Question:

How does the ability to understand financial literacy impact daily life?  
How does budgeting your money lead to a stable financial future and security?

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Money management requires understanding of cash flow systems and business practices.	
<b>Content:</b> Loans Credit cards Down payments Emergencies Interest & fees Making payments Mortgages Discretionary income Accounting Exemptions Fixed expenses Income and income taxes Sales tax Tax returns Withholding	<b>Skills(Objectives):</b> Create a budget using established criteria. Explore the banking system as it relates to borrowing and fees. Build and preserve a positive credit score. Understand and explain the reasons for goal setting and savings plans. Define purchasing power and explain how inflation affects consumers.

<b>Interdisciplinary Connections:</b> ELA NJSLS WHST.9-12.7 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. WHST.11-12.8 (HS-LS1-3) SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. Math NJSLS Model with mathematics. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays	
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## Stage 2: Assessment Evidence

<b>Performance Task(s):</b> Build and maintain healthy credit. Qualify for a mortgage. Utilize insurance. Maintain a budget. Attain a savings goal.	<b>Other Evidence:</b> Daily Do-Now activities Vocabulary Sketches/research Participation Following Class Procedures Projects assessed using rubrics focused on skills taught, safety protocols and processes used
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## Stage 3: Learning Plan

<b>Learning Opportunities/Strategies:</b> Whole group learning with teacher lecture, discussion, and demonstration Guided practice Independent practice Small group instruction Individual instruction Cooperative learning	<b>Resources:</b> <a href="#">Financial Literacy Curriculum Standards   Banzai</a>  Social Studies Resources: <ul style="list-style-type: none"> <li>• <a href="#">6.3 Suggested Framework K-12</a></li> <li>• <a href="#">NJ Commission on Holocaust Education</a></li> <li>• <a href="#">Facing History and Ourselves</a></li> </ul>
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	<ul style="list-style-type: none"> <li>• <a href="#">New Jersey Historical Commission</a></li> <li>• <a href="#">Library of Congress</a> (Primary Sources)</li> <li>• <a href="#">National Archives</a> (Primary Sources)</li> <li>• <a href="#">Newsela</a></li> <li>• <a href="#">PBS Learning Media</a></li> <li>• <a href="#">Stanford History Education Group</a></li> <li>• <a href="#">Zinn Education Project</a></li> </ul> <p>Amistad Resources for Social Studies:</p> <ul style="list-style-type: none"> <li>• <a href="#">The New Jersey Amistad Commission Interactive Curriculum</a></li> <li>• <a href="#">New Jersey State Board Foundation</a></li> <li>• <a href="#">Civil Rights Teaching</a></li> <li>• <a href="#">Black Past</a></li> </ul> <p>AAPJ Resources for Social Studies:</p> <p>LGBT and Disabilities Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">LGBTQ-Inclusive Lesson &amp; Resources by Garden State Equality and Make it Better for Youth</a></li> <li>• <a href="#">LGBTQ+ Books</a></li> </ul> <p>DEI Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Learning for Justice</a></li> <li>• <a href="#">GLSEN Educator Resources</a></li> <li>• <a href="#">Supporting LGBTQIA Youth Resource List</a></li> <li>• <a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a></li> <li>• <a href="#">NJDOE Diversity, Equity &amp; Inclusion Educational Resources</a></li> <li>• <a href="#">Diversity Calendar</a></li> </ul> <p><i>*Be sure to only include applicable resources.</i></p>
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## Differentiation

\*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> <li>• Visual Learning</li> <li>• Auditory Learning</li> <li>• Progress/Advance to the Next Activity</li> <li>• Modify our curriculum content based on student's ability level</li> <li>• Use a consistent</li> </ul>	<ul style="list-style-type: none"> <li>• Visual Learning</li> <li>• Auditory Learning</li> <li>• Quizzes and Tests are modified</li> <li>• Extra time is given on assignments</li> <li>• Preferential</li> </ul>	<ul style="list-style-type: none"> <li>• Visual Learning</li> <li>• Auditory Learning</li> <li>• Quizzes and Tests are modified</li> <li>• Extra time is given on assignments</li> </ul>	<ul style="list-style-type: none"> <li>• IEP is followed</li> <li>• Visual Learning</li> <li>• Auditory Learning</li> <li>• Quizzes and Tests are modified</li> <li>• Extra time is given on assignments</li> <li>• Preferential Seating</li> <li>• Individualized Instruction</li> <li>• Tutoring</li> </ul>

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<p>daily routine</p> <ul style="list-style-type: none"> <li>Students may redo any assignment any time with no penalty</li> </ul>	<p>Seating</p> <ul style="list-style-type: none"> <li>Individualized Instruction</li> <li>Tutoring</li> <li>Modify our curriculum content based on student's ability level</li> <li>Use a consistent daily routine</li> <li>Students may redo any assignment any time with no penalty</li> </ul>	<ul style="list-style-type: none"> <li>Preferential Seating</li> <li>Individualized Instruction</li> <li>Tutoring</li> <li>Modify our curriculum content based on student's ability level</li> <li>Use a consistent daily routine</li> <li>Break down tasks into manageable units</li> <li>Allow for repetition and/or clarification of directions</li> <li>Students may redo any assignment any time with no penalty</li> </ul>	<ul style="list-style-type: none"> <li>Modify our curriculum content based on student's ability level</li> <li>Use a consistent daily routine</li> <li>Break down tasks into manageable units</li> <li>Allow for repetition and/or clarification of directions</li> <li>Students may redo any assignment any time with no penalty.</li> </ul> <p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <ul style="list-style-type: none"> <li>Extended time</li> <li>Provide visual aids</li> <li>Repeated directions</li> <li>Differentiate based on proficiency</li> <li>Provide word banks</li> <li>Allow for translators, dictionaries</li> </ul>
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# Financial Literacy

## Pacing Guide

Course Name	Content/Resources	Standards
UNIT 1: Financial Literacy		
23Days	<a href="https://banzai.org/curriculum">https://banzai.org/curriculum</a>	<p>9.1.12.CFR.5 Summarize the purpose and importance of estate planning documents (e.g., will, durable power of attorney, living will, health care proxy, etc.).</p> <p>9.1.12.CDM.1 Identify the purposes, advantages, and disadvantages of debt.</p> <p>9.1.12.CDM.2 Compare and contrast the advantages and disadvantages of various types of mortgages.</p> <p>9.1.12.CDM.3 Determine ways to leverage debt beneficially.</p> <p>9.1.12.CDM.5 Identify the types of characteristics of predatory lending practices and the importance of collateral (e.g., payday loans, car title loans, high-risk mortgages).</p> <p>9.1.12.CP.1 Summarize how one's credit history can affect finances, including loan terms, employment, and qualifying for loans.</p> <p>9.1.12.CP.2 Identify the advantages of maintaining a positive credit history.</p> <p>9.1.12.CP.3 Summarize factors that affect a positive credit rating, including on-time payments, debt versus available credit, length of open credit, and how often you apply for credit.</p> <p>9.1.12.CP.4 Identify the skill sets needed to build and maintain a positive credit profile.</p> <p>9.1.12.CP.5 Create a plan to improve and maintain an excellent credit rating.</p> <p>9.1.12.CP.6 Explain the effect of debt on a person's net worth.</p> <p>9.1.12.CP.7 Summarize factors that affect a particular credit scoring system.</p> <p>9.1.12.CP.8 Identify different ways you can protect your credit.</p> <p>9.1.12.CP.9 Analyze the information contained in a credit report, how scores are calculated and used, and explain the importance of disputing inaccurate entries.</p>

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		<p>9.1.12.EG.1 Review the tax rates on different sources of income and on different types of products and services purchased.</p> <p>9.1.12.EG.2 Explain why various forms of income are taxed differently.</p> <p>9.1.12.FI.1 Identify ways to protect yourself from identity theft.</p> <p>9.1.12.FI.2 Explain ways to manage your accounts that maximize benefits and provide you with the utmost protection.</p> <p>9.1.12.FI.3 Develop a plan that uses the services of various financial institutions to prepare for long term personal and family goals (e.g., college, retirement).</p> <p>9.1.12.FP.1 Create a clear long-term financial plan to ensure its alignment with your values.</p> <p>9.1.12.FP.2 Explain how an individual's financial values and goals may change across a lifetime and the adjustments to the personal financial plan that may be needed.</p>
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