

## Green Township School District Gr. 8 Financial Literacy Curriculum August 2023

This 8th grade financial literacy curriculum is designed to be covered in one marking period. The class will be held twice per week.  
Pacing: Approximately two 42 minute periods per week for approximately 10 weeks.

### *Unit 1: Careers and Personal Finance*

**Essential Questions:**

- 1) What does it mean to have a career?
- 2) What is income?
- 3) What does it mean to be an educated consumer?
- 5) What are the relationships between business, government, individuals, society and the economy?
- 6) How do economic conditions impact financial decision making?

**Pacing: 3 weeks**

NJ Student Learning Standards	Knowledge and Skills Students will Demonstrate
<p>9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.</p> <p>9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.</p> <p>9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.</p> <p>9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement</p> <p>9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.</p> <p>9.2.8.CAP.6: Compare the costs of postsecondary education with the potential increase in income from a career of choice.</p> <p>9.2.8.CAP.7: Devise a strategy to minimize costs of postsecondary education.</p>	<ul style="list-style-type: none"> <li>● Understand how to prepare oneself for a career.</li> <li>● Compare and contrast career choices.</li> <li>● Demonstrate understanding of how personal choices affect career opportunities.</li> <li>● Create a resume.</li> </ul>

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<p>9.2.8.CAP.8: Compare education and training requirements, income potential, and primary duties of at least two jobs of interest.</p> <p>9.2.8.CAP.9: Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.</p> <p>9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.CAP.11: Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.</p> <p>9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.</p> <p>9.2.8.CAP.13: Compare employee benefits when evaluating employment interests and explain the possible impact on personal finances.</p> <p>9.2.8.CAP.14: Evaluate sources of income and alternative resources to accurately compare employment options.</p> <p>9.2.8.CAP.15: Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power.</p> <p>9.2.8.CAP.16: Research different ways workers/ employees improve their earning power through education and the acquisition of new knowledge and skills.</p> <p>9.2.8.CAP.17: Prepare a sample resume and cover letter as part of an application process.</p> <p>9.2.8.CAP.19: Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level.</p> <p>9.2.8.CAP.20: Identify the items to consider when estimating the cost of funding a business</p>	
<p>9.1.8.PB.1: Predict future expenses or opportunities that should be included in the budget planning process.</p> <p>9.1.8.PB.2: Explain how different circumstances can affect one's personal budget.</p>	<ul style="list-style-type: none"> <li>● Create a budget modeling an understanding of how career options impact personal finances.</li> <li>● Demonstrate an understanding of personal finances and how it relates to consumerism.</li> </ul>

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<p>9.1.8.PB.3: Explain how to create budget that aligns with financial goals</p> <p>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).</p> <p>9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences.</p> <p>9.1.8.PB.6: Construct a budget to save for short-term, long term, and charitable goals.</p> <p>9.1.8.PB.7: Brainstorm techniques that will help decrease expenses including comparison shopping, negotiating, and day-to-day expense management.</p>	<ul style="list-style-type: none"> <li>• Model how to manage a budget with specific variables including age, family, and personal goals.</li> <li>• Identify different types of financial decisions that individuals may make at different points in their lives.</li> </ul>
<p>9.1.8.EG.1: Explain how taxes affect disposable income and the difference between net and gross income</p> <p>9.1.8.EG.2: Explain why various sources of income are taxed differently</p> <p>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.</p> <p>9.1.8.EG.8: Analyze the impact of currency rates over a period of time and the impact on trade, employment, and income.</p>	<ul style="list-style-type: none"> <li>• Explain relationships between business, government, individuals and the economy to show an understanding of the connectedness between the different entities.</li> <li>• Demonstrate an understanding of taxation and how it impacts individual finances and financial decisions.</li> </ul>
<b><i>Unit 2: Credit as a Financial Tool</i></b>	
<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1) What is credit?</li> <li>2) How can credit help build financial wealth?</li> <li>3) Why is it important to have a debt or credit management strategy?</li> <li>4) What are the consequences of having too much debt?</li> </ol> <p><b>Pacing: 3 weeks.</b></p>	
<b>NJ Student Learning Standards</b>	<b>Knowledge and Skills Students will Demonstrate</b>

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<p>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.</p> <p>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.</p> <p>9.1.8.CDM.3: Compare and contrast loan management strategies, including interest charges and total principal repayment costs.</p> <p>9.1.8.CDM.4: Evaluate the application process for different types of loans (e.g., credit card, mortgage, student loans).</p>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of the term “credit”.</li> <li>• Compare and contrast using cash, checks, credit cards and debit cards for purchases.</li> <li>• Identify the advantages and disadvantages of using credit cards versus debit cards.</li> </ul>
<p>9.1.8.CP.1: Compare prices for the same goods or services.</p> <p>9.1.8.CP.2: Analyze how spending habits affect one’s ability to save.</p> <p>9.1.8.CP.3: Explain the purpose of a credit score and credit record, the factors and impact of credit scores.</p> <p>9.1.8.CP.4: Summarize borrower’s credit report rights.</p> <p>9.1.8.CP.5: Compare the financial products and services available to borrowers relative to their credit worthiness.</p>	<ul style="list-style-type: none"> <li>• Identify and discuss the potential consequences of using “easy access” credit.</li> <li>• Discuss situations where credit was not used appropriately.</li> <li>• Summarize causes and consequences of personal bankruptcy.</li> <li>• Determine when one should seek credit counseling.</li> <li>• Identify strategies to avoid bankruptcy.</li> </ul>
<p>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).</p> <p>9.1.8.FI.3: Evaluate the most appropriate financial institutions to assist with meeting various personal financial needs and goals</p> <p>9.1.8.FI.4: Analyze the interest rates and fees associated with financial products.</p>	<ul style="list-style-type: none"> <li>• Determine how debt can help build a person’s financial wealth.</li> <li>• Identify different types of credit that can be used to support financial decisions (i.e. college or other purchases)</li> <li>• Discuss and compare interest rates for different types of credit and loans.</li> <li>• Compare and contrast debt and credit management strategies.</li> </ul>
<b><i>Unit 3: Financial Security, Security and Protection</i></b>	
<b>Essential Questions:</b>	

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- 1) Why is it important to protect personal information?
- 2) How does identity theft impact individuals and society?
- 3) How can misleading advertising and fraud impact financial goals?
- 4) What is the purpose of insurance?
- 5) When is it appropriate to purchase insurance?
- 6) What are the costs and benefits to having insurance?

**Pacing: 2 weeks**

NJ Student Learning Standards	Knowledge and Skills Students will Demonstrate
<p>9.1.8.FP.1: Describe the impact of personal values on various financial scenarios.</p> <p>9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.</p> <p>9.1.8.FP.3: Explain how self-regulation is important to managing money (e.g., delayed gratification, impulse buying, peer pressure, etc.).</p> <p>9.1.8.FP.4: Analyze how familial and cultural values influence savings rates, spending, and other financial decisions.</p> <p>9.1.8.FP.5: Determine how spending, investing, and using credit wisely contributes to financial well-being.</p> <p>9.1.8.FP.6: Compare and contrast advertising messages to understand what they are trying to accomplish.</p> <p>9.1.8.FP.7: Identify the techniques and effects of deceptive advertising</p>	<ul style="list-style-type: none"> <li>● Analyze advertisements and discuss misleading statements or false advertising.</li> <li>● Identify how false advertising can impact a person's finances.</li> <li>● Discuss how false or misleading advertising can be related to fraud.</li> <li>● Research a consumer protection law and justify the creation of the law.</li> </ul>
<p>9.1.8.EG.4: Identify and explain the consequences of breaking federal and/or state employment or financial laws.</p> <p>9.1.8.EG.5: Interpret how changing economic and societal needs influence employment trends and future education.</p> <p>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.</p>	<ul style="list-style-type: none"> <li>● Determine ways that personal information can be stolen. (i.e social media, phone scams, etc.)</li> <li>● Determine how stolen identities can be used to ruin a person's financial situation.</li> <li>● Identify personal information that should not be disclosed to others.</li> <li>● Understand the purpose and importance of having a good credit score and credit record.</li> <li>● Summarize borrower's credit report rights.</li> <li>● Identify credit reporting agencies and their purpose.</li> </ul>

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<p>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.</p> <p>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.</p>	
<p>9.1.8.RM.1: Determine criteria for deciding the amount of insurance protection needed.</p> <p>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.</p> <p>9.1.8.RM.3: Evaluate the need for different types of warranties.</p> <p>9.1.8.RM.4: Explain the purpose of insurance products and the reasons for property product and liability insurance protection.</p> <p>9.1.8.FI.1: Identify the factors to consider when selecting various financial service providers.</p>	<ul style="list-style-type: none"> <li>• Describe how valuable items might be damaged or lost.</li> <li>• Research how financial products can help reduce the risk of loss.</li> <li>• Identify different types of insurance for different items of value (i.e. life, auto, home, personal property, etc.)</li> <li>• Analyze the need for different types of insurance.</li> <li>• Analyze the impact of deductibles.</li> <li>• Evaluate extended warranties including their purpose and cost.</li> <li>• Research and identify various financial institutions and how they are rated.</li> <li>• Evaluate how financial institutions can help meet personal financial goals.</li> <li>• Compare and contrast the financial products and services offered by different types of financial institutions.</li> </ul>
Core Instructional Materials	Supplementary Resources
<p><a href="#"><i>Practical Money Skills - Lesson Plans Grade 7-8</i></a></p> <p><a href="#"><i>Next Gen Personal Finance Resources</i></a></p>	<p><a href="#">The Mint</a></p> <p><a href="#">Budgets for Kids</a></p> <p><a href="#">Wants vs Needs</a></p> <p><a href="#">www.bizkids.com</a></p> <p><a href="#">Pay Yourself First</a></p> <p><a href="#">Rich Kid Smart Kid</a></p> <p><a href="#">Finance in the Classroom</a></p> <p><a href="#">Lesson plan for Debit or Credit</a></p> <p><a href="#">PBS: Debit vs. Credit - Your Life. Your Money</a></p> <p><a href="#">Using and abusing credit</a></p> <p><a href="#">Credit Score - Kids Learn About Credit</a></p> <p><a href="#">Financial Games</a></p> <p><a href="#">Warning! Identity Theft Brochure (Project)</a></p> <p><a href="#">Biz Kids - Financial Institutions. All the Same?</a></p> <p><a href="#">What's Up In Finance?</a></p>

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### Suggested Activities

Use current events, such as a recent weather disaster (e.g. California fires, hurricanes) to help students understand the need for insurance.

Have students debate whether homes should be built in a region that is prone to natural disasters, discussing who should pay to rebuild, etc.

Watch commercials for financial products and discuss the marketing strategies.

Engage students in a discussion of ethical/legal behaviors involving high profile cases like Bernie Madoff or Martha Stewart.

Research different types of loans and their purpose in an overall financial plan.

### Interdisciplinary Connections

#### **Mathematics:**

**7.RP.3** Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.

**A.SSE.B.3.C** Use the properties of exponents to transform expressions for exponential functions. For example the expression  $1.15t$  can be rewritten as  $(1.151/12)^{12t} \approx 1.012^{12t}$  to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.

#### **English-Language Arts:**

**RI.8.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

**RI.8.5.** Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.

**RI.8.6.** Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

**RI.8.7.** Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

**W.8.2.** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).

B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

E. Establish and maintain a formal style/academic style, approach, and form.

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F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

**W.8.4.** Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.

(Grade-specific expectations for writing types are defined in standards 1–3 above.)

**W.8.5.** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**W.8.6.** Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

**W.8.7.** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

**SL.8.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**SL.8.2.** Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

**SL.8.3.** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

**SL.8.5.** Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

### 21st Century Skills/ Career Ready Practices:

#### **CRP1. Act as a responsible and contributing citizen and employee.**

- Students will learn to work respectfully in groups within the classroom.

#### **CRP2. Apply appropriate academic and technical skills.**

- Students will use technology to research and identify instances of identity theft.
- Students will use financial calculators to determine the impact of interest on credit cards and loans.

#### **CRP4. Communicate clearly and effectively and with reason.**

- Students will explain and defend their reasoning when working on tasks in class and support this reasoning with evidence either verbally or in writing.

#### **CRP5. Consider the environmental, social and economic impacts of decisions.**

- Students will discuss case studies regarding making financial decisions.

#### **CRP6. Demonstrate creativity and innovation.**

- Students are encouraged to look at more than one way to solve a problem and determine a good strategy to leverage debt and use insurance to protect assets.



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### **CRP7. Employ valid and reliable research strategies.**

- Students will have the opportunity when exploring real world applications and resources through the Internet to question the validity of the data presented, and to use the information gathered to make decisions.

### **CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**

- Students will be prompted to explore and analyze misleading advertising and fraudulent claims.
- Students will be encouraged to become educated consumers.

### **CRP9. Model integrity, ethical leadership and effective management.**

- Students will learn time management skills when given both short-term and long-term tasks to complete.
- Students will learn leadership skills when working with groups.
- Students model integrity when completing assignments independently.

### **CRP10. Plan education and career paths aligned to personal goals.**

- In this unit, various real world applications are explored which may lead to a student's interest in a particular career field.

### **CRP11. Use technology to enhance productivity.**

- Students will use technology (calculator, online resources) to compare interest rates and

### **CRP12. Work productively in teams while using cultural global competence.**

- When working in groups, students will be encouraged to include all members and to encourage the contribution of all members.

### **2014 NJ Technology Standards:**

#### **8.1 Educational Technology ([Word](#) | [PDF](#))**

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

#### **8.2 Technology Education, Engineering, Design and Computational Thinking - Programming**

([Word](#) | [PDF](#))

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Please see relevant projects for technology standards [8.1](#) and [8.2](#):

### **Differentiation/Accommodations/Modifications**

Gifted and Talented

(content, process, product and learning environment)

### **Extension Activities**

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- Conduct research and provide presentation of various topics.
- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).
- Activities defined as “Gold” require more advanced logic and reasoning skills and will be provided as additional or replacement work on a weekly basis.
- Coordination with the G&T teacher in order to supplement the math curriculum as needed.

### Anchor Activities

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

### English Language Learners

#### Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice.
- Model skills/techniques that need to be mastered.
- Extended time to complete class work
- Visual dictionaries to help build vocabulary
- Provide copy of class notes
- Pair with a peer for assistance during class

#### Modifications for Homework/Assignments

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

### Students with Disabilities

(possible appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)

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### Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of class notes
- Preferential seating to be mutually determined by the student and teacher
- Establish expectations for correct spelling on assignments.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests and check Google classroom for updates and assignments
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily

### Modifications for Homework and Assignments

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

### Modifications for Assessments

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

## Students at Risk of School Failure

### Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.

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- Extended time to complete class work
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily

### **Modifications for Homework and Assignments**

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

### **Modifications for Assessments**

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
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