

Course: Human Behavior
Unit #/ Unit Name: Unit 5 Financial Literacy

Year of Implementation: 2019-2020

Curriculum Team Members: Michael Zechman and Brian Boland

Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.1.12.G.1 Analyze risks and benefits in various financial situations

9.1.12.G.5 Differentiate the costs and benefits of renters and homeowners insurance.

Unit Standards:

Established Goals

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. A. Personal Growth and Development C. Diseases and Health Conditions D. Safety

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. A. Interpersonal Communication C. Character Development E. Health Services and Information

Transfer Goal(s): Students will be able to independently use their learning to...

Students will be able to independently use their learning to research potential careers, determine education/training requirements for various careers, and create a balanced budget.

Enduring Understandings

Students will understand that. . .

EU 1

- A career is more than just a job and while it can bring greater benefits, there are more requirements as well.

EU 2

- Budgeting is essential to achieving financial goals.

EU 3

- Effective use of checking and savings accounts will aid in accurate record keeping and fiscal responsibility.

EU 4

- The misuse of credit can negatively impact their lives.

Essential Questions

EU 1

- Is technology good or bad in the workplace?
- How has technology changed the job market?
- How can I prepare for a career?
- Should you look for a job based on salary or other benefits as well?

- Will your paycheck directly reflect your salary?

EU 2

- Why is creating a budget important?
- What happens if my budget isn't balanced?

EU 3

- Is writing a check free money?
- How does saving money add to your financial peace of mind?
- What factors should you consider when choosing among savings options?

EU 4

- Why are there credit reporting agencies?
- How is your credit score like a grade?

Knowledge

Students will know. . .

EU 1

- technology can help in the job search and application process.

Skills

Students will be able to. . .

- utilize internet web sites such as O*Net, bls.gov and Naviance to research potential careers.

- the difference between optional and required deductions.
- the components of total compensation.
- how education level affects income.

EU 2

- how a budget can help achieve financial goals.
- the components of a budget.

EU 3

- the difference between a savings and checking account.
- the importance of research to compare various savings & checking accounts.
- how to open an account and use banking forms.

EU 4

- the differences between a credit report and a credit score.
- what circumstances result in a negative credit report.
- consumer protection laws that protect the public from unfair lending practices.
- causes, types and effects of bankruptcy.

- differentiate inappropriate content on social media.
- analyze a paycheck.
- explain/select benefit choices which may be available through an employer.
- compare education level to salary.

EU 2

- prepare a personal budget, calculating component percentages.
- explain adjustments necessary to balance a budget.
- identify financial goals.

EU 3

- list and explain banking services and fees charged by banks for their services.
- describe the purpose of savings and checking accounts and the forms associated with it.
- endorse checks, write a check, make deposits, and reconcile a bank statement.

EU 4

- research the information contained in a credit report.
- List ways to improve a credit score.

Stage Two - Assessment

Other Evidence: Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.

- Test
- Quizzes
- Class Discussions
- Current Events
- PowerPoint
- Budget Project
- Current Events
- Internet Searches
- Community based experience

Stage Three - Instruction

***Learning Plan:* Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.**

- Think pair and share how colleges prepare for various careers (A) (EU1)
- Direct instruction through a powerpoint presentation on various components of bankruptcy (A) (EU 4)
- Career Interest Inventory Self-Assessments and Reflection (A,M) (EU1)
- Label the various portions of a personal check (A) (EU3)
- Identify portions of a paycheck that indicate the amount you paid in taxes (A) (EU1)
- Compare and contrast various occupations which match your interests (A,M) (EU1)
- Use a graphic organizer to indicate how you will budget for a rental apartment (M,T) (EU2)
- Identify a college or trade school which meet your interests and goals (M,T) (EU1)
- Research various credit card companies and simulate applying for a card (T) (EU4)
- Create an employment contract (T) (EU1)
- Create a personal finance newsletter to educate your peers (T) (EU2)

- Visit various websites of local banks and garner information about their savings and checking accounts such as rates and fees (T) (EU3)
- Visit <https://www.consumer.ftc.gov/articles/0152-credit-scores> and write five facts pertaining to credit scores (A,M) (EU4)